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INDEX









SEVENTEENTH ANNUAL REPORT  
OF THE  
BOARD OF EDUCATION  
OF THE  
CITY AND COUNTY OF NEW-YORK,

FOR THE YEAR ENDING DECEMBER 31, 1858.



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1957

**No. 23.**

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**DEPARTMENT OF PUBLIC INSTRUCTION,**

**STATE OF NEW-YORK.**

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**BOARD OF EDUCATION.**

**CITY OF NEW-YORK, DECEMBER 29, 1858.**

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MR. CURTIS presented the draft of the Annual Report of the Board of Education, for the year ending December 31, 1858.

*Ordered, That said Report be printed in the usual form, under the direction of the Committee.*

THOMAS BOESÉ,

*Clerk.*

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# REPORT.

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THE Board of Education of the City of New-York, in accordance with the provisions of the law relative to Common Schools in the City of New-York, requiring them to make and transmit a Report to the State Superintendent of Public Instruction, and to the Common Council of the City of New-York, make the following report :

The whole number of schools within their jurisdiction is 269, of which thirteen are schools specially designated for colored children, and the whole are divided as follows :

## FOR WHITE CHILDREN.

Grammar Schools for boys.....	48
“ “ girls.....	48
Primary Schools.....	88
Corporate and Asylum Schools.....	24
Evening Schools.....	44
Normal Schools.....	3
Free Academy.....	1
	— 256

## FOR COLORED CHILDREN.

Grammar Schools.....	5
Primary “.....	6
Asylum “.....	1
Normal “.....	1
	— 13



Reports have been made to the Board of Education within the time limited for that purpose, from all the Schools above enumerated, and including also the following schools and associations :

1. New-York Orphan Asylum.
2. Roman Catholic Orphan Asylum.
3. Protestant Half Orphan Society.
4. Mechanics' Society School.
5. House of Refuge.
6. Leake & Watts' Orphan House.
7. Colored Orphan Asylum.
8. American Female Guardian Society.
9. Home Industrial School.
10. New-York Juvenile Asylum.
11. House of Reception of do.
12. Ladies' Home Missionary Society.
13. Five Points House of Industry.

It appears from the Superintendent's report, that there are eleven corporate institutions, in different sections of the city, whose schools participate in the distribution of the School Fund, but are in no other respect under the jurisdiction of the Board. An effort is frequently made on the part of some benevolent institution, to have a school that has been established by them, or is proposed to be established, added to the list of participants in the public moneys. These applications have of late been unsuccessful, and the returns show for the present year a diminution in the number of these recipients of the public bounty. Owing to the enlargement of some of the schools, and an increased capacity to accommodate scholars, and for other causes, a diminution is apparent in the number of the Primary Schools as compared with those of the past year. It is, however, believed that no changes have taken place except those which are for the public advantage and convenience,

and that the increased attendance is as well provided for as it has been in any past year.

The length of time each school has been kept open and the actual average attendance, and the whole number taught in the several schools, as appeared from the annual returns for the year ending December 31st, 1858, and also the amount of money apportioned or appropriated to the schools and societies, will be found stated in Schedule No. 3.

The whole amount of money drawn from the City Chamberlain for the purposes of education during the past year, ending December 31st, 1858, being the date of this report, is \$1,226,000, derived as follows :

Amount received from the general	
fund of the State.....	\$212,889 55
From the county.....	212,889 55
Tax of one twentieth of one per	
cent.....	260,272 64
Tax of \$4 per scholar.....	539,948 26
	<hr/> \$1,226,000 00

This shows the amount raised by	
taxation on the real and personal	
estate in the City of New-York	
to be.....	\$1,013,110 45

From the amount of money so drawn from the City Chamber-	
lain of.....	\$1,226,000 00
must be deducted, in order to arrive at the	
expenditure of the past year an over draft on	
account of the year 1857, of .....	30,437 42

This leaves the available funds for the year	
1858.....	1,195,562 58
The balance on hand, Dec. 31, 1858, was....	15,179 88

Total expenditures for 1858... \$1,180,382 70

Which has been applied in the manner stated in the following general statement, and the details of which will be found in the Schedules annexed to this Report.

These moneys have been expended under the direction of the Board for the support and maintenance of public instruction. The following is a general statement of the purposes and the manner in which they have been expended :

FOR SUPPORT OF SCHOOL SYSTEM.

Apportionment to Corporate Schools.....	\$29,292	59
Salaries of teachers in Ward Schools.....	533,840	44
“        janitors.....	27,114	88
Support of Free Academy.....	46,051	69
“        Normal Schools.....	11,290	22
“        Evening        “.....	66,791	41
Incidental expenses of Ward Schools including fuel.....	90,754	96
Repairs through the shop.....	9,891	60
Rent of School Premises.....	10,900	56
Books, Stationary, and other supplies through the Depository in 1857.    \$22,364	15	
Do.    do.    in 1858....	89,981	41
Do.    do.    in 1855....	419	00
	<hr/>	112,764 56
Salaries of Officers of Board of Education.....	23,398	51
Incidental expenses of                    “        “        “	14,602	50

FOR SPECIAL PURPOSES CONNECTED WITH THE SYSTEM.

Altering and enlarging School Buildings.....	\$28,881	05
Sites for new                    “        “        “.....	50,500	00
Erecting        “                    “        “        “.....	66,043	04
Heating        “                    “        “        “.....	7,479	16
Furnishing                    “        “        “.....	10,943	72
Refurnishing old                    “        “        “.....	13,501	46
Repairing        “                    “        “        “.....	20,816	97
Pianos for Ward Schools.....	2,223	38

Rent of Ward School No. 26, Rose street, 4th

Ward.....	\$3,000 00
Expenses of Exhibition Grammar Schools.....	300 00
	<hr/>
	\$1,180,382 70

The total expenditures for the preceding year, 1857, were \$1,101,081 03; to this amount should be added the overdraft of \$30,437 42 paid in 1858. This shows an increase of the expenses for public instruction during the present year. Part of the increased expenditure is doubtless due to the large increase in the number of pupils taught during the year.

In 1857 the whole number taught in all the schools under the jurisdiction of the Board of Education, including the Free Academy and the Evening Schools, was..... 150,743

During the present year the whole number taught

including the Free Academy and Evening

Schools, as above, is..... 157,936

The whole number taught in Ward Schools is... 113,057

“ “ Primary “ ... 23,760

“ “ Colored “ ... 2,582

“ “ Normal “ .... 850

“ “ Free Academy..... 894

“ “ Evening Schools... 16,793

The increased attendance of the past year has been chiefly in the Ward Schools.

The following Schedules are annexed to, and form a part of this Report:

Schedule No. 1 contains the names of the members of the Board of Education, its officers and Standing Committees, and the School Officers of the respective Wards.

Schedule No. 2 contains the names of the Faculty, and instructors in the Free Academy, the teachers in the Normal and Ward Schools, in the Primary Schools and Colored Schools, and in the Evening Schools.

Schedule No. 3, showing the length of time each school has been kept open, the average attendance, and the whole number taught, and apportionment of the public moneys, has been already referred to.

Schedule No. 4 shows the revenue and expenditures of the Free Academy, the expenditures on account of Normal Schools, and the expenditures on account of Evening Schools during the year 1858.

Schedule No. 5 shows the expenses incurred for teachers' salaries, Janitors' wages, repairs, furniture, fuel, supplies, cleaning, printing, &c., in the Ward Schools for each Ward.

Schedule No. 6 contains a statement of the names and ages of the pupils instructed in the Free Academy, from the close of the Academic year, (July 20,) to Dec. 31st, 1858, of the time each student was so instructed, of the studies pursued, and the books or portions of books so studied.

Schedule No. 7 contains the names of the instructors employed in the Free Academy, and the compensation paid to each.

Schedule No. 8 shows the total value of books and supplies furnished from the Depository during the year, to the Ward and Primary Schools, to the Evening Schools, to the Free Academy, and to the Normal Schools.

Schedule No. 9 contains a list of the School-houses, with their location, size, cost, and date of erection.

Schedule No. 10 shows the amount of work done by the shop, by years, Wards, and Schools.

There is also annexed, and forming a part of this report, a statement of the plans, and a description of the new School buildings erected during the past year.

There is also annexed to this report, the Report of the City Superintendent, the Tenth Annual Report of the operations and condition of the Free Academy, the Report of the Executive Committee on Evening Schools, and the Report of the Executive Committee on Normal Schools.

## FREE ACADEMY.

The Free Academy, during the past year, has been conducted under the superintendence of a Committee composed of the following Members of the Board :

LAFAYETTE RANNEY,	ROBERT A. ADAMS,
JAMES M. TUTHILL,	JAMES MACKEAN,
RICHARD C. FELLOWS,	WILLIAM BLOOMFIELD,
HUGH S. CROZIER.	

No institution of learning in the country is watched with deeper interest than this, by the true friends of public education and human progress. It was a long and arduous struggle, before the duty of the State to afford, gratuitously, the opportunities for instruction, and the right of every child to profit by those opportunities, was recognized. And then the grave question arose as to the extent to which the public should furnish the means of education, what should be its limit, and upon what principle it should be regulated.

The history of the country shows that those communities which were the earliest to tax themselves for the support of public schools, and the most liberal in their contributions for the establishment and support of the higher institutions of learning, have, in the face of natural disadvantages of soil, climate and position, attained a high elevation of material and social prosperity. Where the best education has been the most generally diffused, there will be found the most thorough development of the resources of the State, the most rapid progress in arts, manufactures, and commerce, and the best protection of life, liberty and property. It is now conceded that a people self-governing, must rise or sink in proportion as they render themselves more or less competent to fulfil their high duties by intellectual and moral culture.

New-York pays no taxes to support a garrison, or a chain

of fortresses, or regal court, to protect the great number of persons, and the vast amount of capital collected within its limits. Unlike other cities of its magnitude, it relies for protection simply upon itself. It taxes itself to possess the means of protecting persons and property. From the millions annually collected by taxation, it pays the salaries of the public servants employed to administer its affairs; it defrays the expenses of the police; provides for the care of the public health and comfort of the necessitous poor, and among other charges that of public instruction. No portion of the taxes paid by property, contributes more to the protection of property, and the steady increase of its value, than that expended for the advancement of education. History and experience both demonstrate that this is a most wise and remunerative investment for the benefit of tax-payers. It is not seed sown that pays a tenfold harvest, but it is the only bulwark that protects our liberties and our property from the assaults of the violent and depraved. Courts of justice and bands of police are powerless for good when ignorance and vice sit in the jury-box, and thieves and bullies are enrolled as policemen.

If these views are correct, they furnish some *data* of the extent to which it may be the duty, or the interest, of the city, to contribute in support of the Free Academy. The citizen may ask if this institution fulfils the expectation of its founders? If it is wisely and efficiently administered? If there is a large number of students brought within the sphere of its teachings and influences? We think all these inquiries can be satisfactorily answered.

In what is said against the Free Academy by its opponents, no one has alleged aught against the ability and capacity of its Faculty. It must be a source of pride to every citizen, that in the various complications of party movements and municipal changes, these gentlemen, so many of them of consummate ability, profound culture, and varied learning, have remained undisturbed, and been permitted, in the quiet walls of the Free Academy, to exercise the duties of their high call-

ing, to shed the light of learning and of science over a vast number of young minds, and not merely to illumine their pathway in entering the field of life, but to qualify them to contend for the highest prizes that man can achieve. The labors and the names of these instructors are an honor to the city, and thousands of the youth of our Public Schools are looking forward to the time when they may enjoy the privileges of joining the fortunate throngs that crowd their lecture-rooms.

The manner in which the Institution has been administered is entitled to the highest credit. Its discipline has been judicious, thorough and successful. The fact that Collegiate Institutions, respectable for age and standing, have copied its system, and adopted its theory, after a careful examination of its working, speaks volumes in its favor. It is an encomium upon our young Institution, the wisdom of its founders, and the success of its management, that we cannot fail to appreciate.

The course of studies pursued is admirable. It offers instruction to the student in every Department of Science and Learning. It qualifies him to enter upon the duties of Public Instruction, and in the departments of Ancient and Modern Languages, in Chemistry, in Engineering, Surveying, Navigation and Mathematics generally, and in the Natural Sciences, and in the other studies pursued, his time is richly spent; and to whatever his attention and energies may be directed, when he embarks in the duties of life, whether professionally, commercially, or otherwise, he cannot but find himself endowed with attainments and advantages, that but a few years since, no institution in the country afforded.

It is not, therefore, a matter of surprise that a great number of students should have availed themselves of the noble privileges the City of New-York, to her eternal honor, has so wisely and generously afforded. The numbers that have annually entered, are without precedent in even the oldest and most successful colleges in the country, and are rapidly increasing. The following table shows the whole number of pupils who



have been instructed in each year, since the establishment of the Free Academy :

1849.....	202	1854.....	537
1850.....	285	1855.....	688
1851.....	438	1856.....	873
1852.....	571	1857.....	830
1853.....	553	1858.....	894
		<hr/>	
Total.....		5,871	

This large number of students entering, shows how widely and extensively the teachings and the influence of the Free Academy have been diffused. In the very nature of things, it is apparent that many of the students who enter will be unable to remain the entire five years in the prosecution of the studies of the full courses. This was not, and can never be expected. There are those whom the necessity of making provision for their own support, or that of those dependent upon them, or other reasons, oblige to leave, before the course is completed, yet, as far as they go, they reap their share of the advantages, and are benefited by the connection with the Institution.

There are very many others, who, stimulated by ambition and the love of learning, provide, either wholly or in part, the means of their own support, either by imparting to others that which they are acquiring, or by their industry in some other pursuit; and thus the brave boys struggle on successfully against adverse circumstances, to win, often, the honors at graduating. The zeal and perseverance which so many of our youth exhibit in improving the rich opportunities presented to them, the spectacle of successful industry, and enthusiastic devotion to Science, the great good that for all time must flow throughout our community, as these bands of disciples of sound learning and virtue, assume their places, and make their influence felt in our midst, cannot fail to amply compen-

sate for the labors and the expenditures that have led to the establishment and the endowment of the Free Academy.

The following is a statement of the total expenses of each year since the organization of the Academy :

1852 Expenses	\$30,245 24	1856 Expenses	\$42,315.88
1853     "	33,606 30	1857     "	42,754 87
1854     "	39,081 27	1858     "	46,051 69
1855     "	42,538 66		

It will be observed that the increase of the expenses, when compared with the increase of pupils, is very moderate, and that the increase of expenses is chiefly owing to the repairs of the building, and the changes necessary for the accommodation and instruction of the largely increased number of students.

#### THE NORMAL SCHOOLS.

The Normal Schools during the past year have been conducted under the care and superintendence of a Committee consisting of the following members of the Board :

WILLIAM B. EAGER, JR.,	JONATHAN L. SCOFIELD,
WILLIAM M. TWEED,	AARON B. ROLLINS,
JOHN R. LYDECKER,	JOHN O'GRADY,
JOHN O'KEEFE.	

On the 15th of December, 1858, the Executive Committee on Normal Schools presented a report recommending the discontinuance of the Daily Normal School, and a resolution that it be closed on and after the second Friday in February, 1859. This resolution was adopted with but two dissenting votes, and the Daily Normal School, accordingly, will soon have ceased to exist.

It is understood that one of the reasons which led to the adoption of this measure, was the withdrawal of attendance to such an extent, that but very few persons were instructed there. This was owing, in part, to the increased grade of instruction in some of the Ward Grammar Schools, whence School Officers preferred to take teachers, rather than to resort to the Normal School, deeming them equally as well educated as at the Normal School, and was also due in part to what many conceived to be the inconvenient and unsuitable position of the School.

Where teachers are supposed to be as well qualified in the highest classes of some of the Grammar Schools to instruct, as in the Normal School, there will always be a difficulty in sustaining a Normal School, particularly if the attendance is trifling, and the expense heavy. The advantages of Normal Schools for the instruction of teachers are universally conceded, and that great benefits must result from them cannot be doubted. More especially is this to be observed in the country Public Schools, where no Saturday Normal Schools exist for the benefit of the teachers, as here, and generally the grades of instruction are lower, and where, in the sparsely settled districts, the teachers rarely meet each other for improvement and instruction.

The male teachers in the City Schools are usually educated in the country, and have attended at some Normal School in the country, if at any, before coming to the city. The young man who is educated at a Normal School in the country is, perhaps, less liable to be attracted to other pursuits, and is inclined to devote himself more perseveringly to the business of teaching, than one educated in the city.

All the Normal Schools in the city have been ably conducted, and it is not improbable that the wants of the public service, will soon require the re-establishment of a Daily Normal School.

## EVENING SCHOOLS.

This department of public instruction has, during the past year, been intrusted to the control and supervision of a Committee, consisting of the following members of the Board :

GEORGE WHITE,	ANDREW L. BYRNE,
DANIEL SLOTE,	TERRENCE FARLEY,
WILLIAM SINCLAIR,	WILLIAM MONTEITH,
CHARLES E. GILDERSLEVE.	

The number of Evening Schools is forty-four, being an increase of six during the year. These were kept open for a period of twenty-one weeks. The whole number taught, as appears by the register, is.....16,793

The average attendance, is.....8,570

The whole expense is.....\$66,791 41

In 1857, the whole number taught, as appears by the register, was 18,082, and the average attendance was 7,427, and the whole expense was \$57,805 16. In 1858, the number of pupils instructed in the Evening Schools has materially decreased, while the average attendance has improved. It appears that the schools have been increased in number, and the expenses for the year 1858 materially augmented, without a corresponding increase in the number of persons instructed.

This diminution in number may be attributed, in part, to the increased demand for labor that has sprung up, during the present year, and deprived some of those who attended of time and opportunity to continue their studies; and, also, because many of those who have heretofore attended, have acquired that amount of education which they sought to acquire through the Evening Schools, while the diminution of immigration is not without its influence.

These Schools, at first six in number, with an average attendance of 1,224, and a registered number of 3,224, were

established in 1847. They were established "for those whose ages or avocations are such as to prevent their attending the Day Schools established by law." When the plan for their establishment was first presented, many regarded it as an absurd project, and one that would entirely fail to attract pupils, or be a benefit to the public. Its success has surpassed the hopes of those who first conceived the scheme, and promoted its progress. No one anticipated the extent to which they would be resorted to by persons seeking instruction, or the variety of classes and ages that would be reached by them.

The adult emigrant from the continent of Europe, ignorant of our language, unable to profit by the instruction, if any, he had received in his native country, and consequently confined in his resources, and the productiveness of his industry diminished, was made happy by an opportunity to acquire that knowledge, which enabled him to better discharge his duties to his family and to the community. Men and women who had arrived at mature years, and who had through life felt their ignorance of reading and writing hanging like a millstone around their necks, went there to sit among children, and sometimes their own children, to wearily acquire the first elements of learning. The mind that arrives at maturity untaught and uncultured, painfully and slowly receives and masters the rudiments of instruction, when contrasted with the ease and rapidity with which it acquires them at an earlier period in life. A stalwart, powerful man of forty-five, with his frame bowed down, and the drops of sweat standing on his brow, wrung from him by the strange and torturing exertion of grappling with and spelling words of three letters, exclaimed, at the close of the lesson, to his instructor, at an Evening School, "Let me work a week with my horse and cart, rather than one hour of this." Still he persevered, while his son, of a youthful and impressible age, who accompanied him, made the progress in weeks, for which the father required months.

There is a large class of boys in our City, who grow up in darkness and ignorance. From an early period, they idle away their time in the streets, or are employed in some business or work that keeps them occupied during the hours that the Day Schools are in Session. But too frequently to these boys, home affords no attraction during the long winter evenings, nothing agreeable, nothing cheerful, welcomes them there. Low amusements, the haunts of vice, and everything that tends to engraft vice upon ignorance, meets them at each corner. Thousands of these boys attend the Evening Schools, and the amount of good that is done is a matter well worthy of consideration. How many are saved from crime and misery, by having these places of refuge and instruction open to greet them during the five months in which they are provided! It is no slight thing to withdraw so many from temptation, and from so much that is dark and cheerless, and then to enlighten the mind, to dissipate the mists of prejudice and ignorance, and to sow the seeds that shall blossom with good for time and for eternity. The man who turns his back upon country and kindred, who bids farewell to all, that the amenities of home, the refinements of society, and the elegances of literature, render charming, who forsakes the path that ambition points out before him, and, abandoning every worldly prospect or advantage, goes among those sitting in heathen darkness, imperilling life and health, suffering every hardship and exposure, and, during a life wasted with toil and self-denial, makes known the teachings, the history and the example of Him, before whom all that the sages of antiquity dreamed, or the philosophers have achieved, is but as darkness, however scanty may be the fruit of his labors, is amply compensated by the reflection that he has done his duty, and that he has done good.

To those generous and discriminating men, who devised and established the system of evening instruction, to those who by their presence, and their lectures, have rendered them attractive, entertaining and instructive, to the public, whose

liberality and sympathy has encouraged them, fruitful is the return offered. They have not merely contributed to unfetter the mind, but they have actually aided in a great crusade against ignorance and vice, under whose standards they have prevented thousands from enlisting. While we have those among us who grow up ignorant of the nature of an oath, ignorant of everything that qualifies them to discharge their duties, as members of society, and but little more elevated than the heathen, there is a field presented for instruction and for useful labor, that bears a harvest from which no effort should be withheld.

Among those who throng to the Evening Schools for females, are many young girls, who are employed during the hours of the day in the work-shops and manufactories of the City, or at service. It is no unusual sight to see girls who have passed the day bending over the needle, hasten as soon as the hours of labor cease, to the school-room, without even waiting to take their food at home, fearing they may lose this invaluable opportunity, or that they may be surpassed by those of their classes, with whom they are engaged in a worthy competition. When we call to mind the dangers that surround them, how much they are exposed to temptation, and the snares of the insidious, how feeble is unaided and unprotected ignorance to cope with the crafty and the vicious, we may be happy that the public affords this safeguard.

It is better to meet evil here at the threshold, to arm the young against its allurements and its assaults, than to wait until we meet them at the bars of the Courts of Justice, and in the corridors of the prisons, and then seek to reform those, whom a little kindly care and wholesome knowledge would have preserved useful to the community, and with the blessing of unforfeited self-respect.

It is not an unfrequent thing to meet young mechanics, who are ambitious, and who seek at these Schools to improve themselves in the principles of mathematics, architecture and drawing, as may be useful to them in their business. To these

young men, whose evenings are not only thus pleasantly and profitably spent in these acquisitions, a still greater benefit is conferred in placing them in a position of the highest usefulness to themselves and to the community, and where they in their turn can instruct others as time or occasion may render necessary.

It is the right of the public to require it, and the wish of the Board to so administer its trusts in the public service, that the greatest amount of good may be done, and the funds economically disbursed by them. The disbursements made in this department, it is believed, are no more than what were necessary to render it useful and efficient.

The following table shows the whole number taught each year, and the annual sum disbursed for that purpose during the last seven years since the evening schools were established.

1852	No. of pupils on Reg.	8,074	Total expenses	\$14,092 38
1853	"	"	9,313	" 17,988 38
1854	"	"	12,012	" 26,234 58
1855	"	"	12,662	" 36,386 37
1856	"	"	14,992	" 48,256 27
1857	"	"	18,082	" 57,805 16
1858	"	"	16,793	" 66,791 41

#### SCHOOL LIBRARIES.

By the provisions of the act of the State Legislature, passed in 1838, the City of New-York has since annually received the sum of about \$10,000, being its proportion of the sum of \$55,000, the interest of the share of the surplus revenue of the United States, deposited with this State, and which interest is directed to be annually distributed among the School districts, for the purchase of books for School Libraries, accessible to all the inhabitants and children of such districts.



In all the other cities and portions of the State, their respective shares of this income have been, for the most part, devoted to the establishment and support of useful libraries, which have been of inestimable advantage to the scholars and inhabitants.

The City of New-York has alone neglected to establish these libraries, and has seen fit to have her share of the fund consumed in defraying a portion of the ordinary expenses of the schools. In January, 1854, Erastus C. Benedict, Esq., then its President, earnestly called the attention of the Board to this omission. The subject was referred to a Committee, who reported in its favor, December 27th, 1854, which report was adopted, and also a by-law directing their establishment, when a catalogue of books should be prepared and other necessary arrangements made.

In the following year a very excellent catalogue of books was prepared, and presented to the Board, but no subsequent efficient action has been taken on the subject, and the schools are deprived of the libraries, and the money is otherwise consumed.

There are 57 Ward Schools, in each of which a useful library might be established at no very great expense. A library of 1,000 volumes for each of them, estimating the expense per volume at 35 cents, as estimated by the Committee, would cost in the total \$19,950, being a less sum than that supplied by the State for the purpose, during two years.

When once established, the annual increase would be over 25,000 volumes, and in a few years large and valuable libraries, accessible to old and young, would supply a great public want in our midst. The custody and care of the library need be attended with little or no expense. It is usual, elsewhere, to have it the duty of one of the teachers to be in attendance at a certain hour, and to make the entries of the books taken out and returned. A small annual expenditure would keep them re-bound, and experience shows, that where the regulations are observed, few books, if any, are ever lost.

These libraries, when once established, would be often enriched by the donation of specimens in natural history, and of various things, all tending to enlarge and cultivate the faculties, and especially beneficial in illustrating lectures.

The absence of libraries of well-selected books, free and open to the use of our scholars and the public, is a grievous calamity. True, there are many libraries in the city, and books and journals abound. But there are no libraries that supply our want; none that provide for this deficiency.

Persons who have time, and a little money at their command, can have access to libraries in New-York, but the whole of these libraries combined would not supply half our Ward Schools with suitable books, and as far as the children and the parents are concerned, they are, for the most part, of no practical utility.

The Public School library would place interesting and instructive books in the hands of the pupil. Instead of passing his leisure in devouring the cheap and wretched romances and kindred trash to which his attention is invited at the corners of the streets, his perceptions would be quickened, and his intellect cultured and enriched by being brought in contact with the productions of those really great minds, who, in the fields of thought, of science, of history, of poetry, and of travel, have toiled and won imperishable laurels. It is one of the evils that we cannot close our eyes upon, that boys are growing up ravenous for Jack Sheppard literature, and thousands of girls dissipating and debilitating the remains of intellects, in the indulgence of a morbid craving for the continuous excitement of one romance after another, which, like the passion for opium, grows by what it feeds upon.

The only remedy for this, is in the free supply of the attractive and interesting volumes of a School Library. Give the boy access to books like Irving's *Life of Washington*, Cooper's *Naval History*, Bayard Taylor's *Travels*, books which he classifies as "true," and his improved taste and excited interest will prevent his acquiring a relish for the diseased class

of literature. Not only does the child experience the benefit of this, but it reaches farther, and its kindly and blessed influence goes to the fireside at home, and to those whom he meets in the social and domestic circle.

The whole community is benefited, and the citizen, whatever may be his calling, or how engaged, knows where he can provide himself with pleasure and profit during a leisure hour, and where he can select what he may judge to be instructive and useful for his household.

When Mr. Astor approached the limits of his long life, he desired to leave some expression of his gratitude to the city where his business career had been passed, where all his plans had prospered, and where success had crowned every effort. One plan after another was considered, and finally that of a great public library commended itself to his attention. It was the subject of reflection and discussion, and ultimately successfully established in accordance with the views of its founder. It is designed to gather in its walls all that has been written, that is valuable in every department of science and literature, to make it the resort of the literary and scientific men of the country, to supply them with access to whatever they may require for information and reference, without having the books removed, and to give New-York another element than that of a merely trafficking community with the motto, "*Virtus post nummos*:" After money, learning.

The value of such a library can be appreciated, when we reflect, that no other public library in the city is complete in any one department of science, or is complete in the department of the classics, or probably ever will be, as they seek to provide such works as are called for by their subscribers, and not such as make the library itself valuable for reference, as containing all that has been published of value in any one department of knowledge.

It is apparent that this library, beneficial as it is, the existence of which has been assigned as a reason, why school libraries should not be established, in reality does not supply

the place of the school library, and does little, or nothing, toward lessening this great public want.

It was the design of the Legislature that this interest, accruing from the United States Deposit Fund, should be devoted to supplying the poorest and the most laborious, as well as every other person, with free access to, and the use of an instructive and valuable library. In every other part of the State it exists, and why should the City of New-York neglect to profit by this invaluable blessing? The wealthier members of the community can, of course, easily provide themselves with books, but is it just and right that it should be withheld from the great masses, whose children fill the schools, whose industry furnishes the public revenue, and upon whom devolve the support and maintenance of all our political and social institutions?

Is not the city blind to her best interests, in hesitating to profit by this endowment of the State, in applying it for its legitimate object?

So keenly has the want been felt in some schools, that private subscriptions and associated efforts have been resorted to in order to found a library.

No serious objection on the score of expense can be alleged against applying the public provision to this purpose, in comparison with the benefits, so precious and so inestimable, that must flow from it.

#### TEACHERS' SALARIES.

The salaries of the teachers in the various Wards of the City are determined by the respective local Ward Boards of School Officers. To these local Boards are confided the highly grave and responsible duties of determining the number of teachers to be employed in the Schools of their Ward, the rates of salaries to be paid, and what qualifications will be required of the teachers.

The consequence of this state of things has been, that complaints are frequently made, that one Ward pays its teachers much higher rates than another Ward for the very same services, and that more teachers are employed than the public service requires, or that personal favor and other considerations than the ability and capacity of the teacher to instruct, have more or less influence when promotions in the grade of employment of teachers are made. In the Reports of the Committees, to whom this subject has from time to time been referred in former years, it appears that these difficulties and the embarrassments attending the application of a suitable remedy, have been not unfrequently, presented to the Board. It has been stated, that, in some cases, a disagreeable pressure has been brought to bear on the local officers, to induce them to depart from a uniform or settled course of action that they had previously pursued, in order to increase the salary of some one teacher of their Ward. Thinking the evil could not be very serious, and that the increase of one salary would be the end of the matter, it is made, and before a week has elapsed, a corresponding increase is urged for the entire pay-roll of the Ward, and this action is without delay presented as a precedent to the School Officers of other Wards. It sometimes occurs, that the local Officers of a Ward, in order to secure a higher class of teachers, will increase the salaries to such an extent that the most useful teacher upon a short notice may be induced to leave a school where he or she has been for years contented and valuable. The teacher usually notifies the Officers of the Ward before leaving, of the offer received and the proposed increase of salary, and then remains in case a corresponding increase of salary is made to remove the inducement to leave. This last step to induce a teacher to remain, sometimes disturbs the entire grades of salaries in all the schools of the Ward.

These difficulties probably have their origin in the absence of a feeling of responsibility in the local Boards, in causing an expenditure of the public moneys, which are not collected

or disbursed through them, and to whom the public do not look for accountability in the matter.

It is a difficult and delicate question to deal with. The Ward Officers are much more intimately acquainted with the wants of their schools, the merits of their teachers, and the value of their services, than this Board. To their watchfulness, fidelity, zeal, and efficiency, the Department of Public Instruction in the City is vastly indebted for the success of the existing system. Anxious to secure good teachers, good buildings, and attractive, well-filled, and well-conducted schools for their Wards, the city can well afford to pardon them, if they have looked more at results than expenses in some instances.

At present the Board exercises a certain control by sometimes refusing to direct the payment of an increase of salary beyond a certain amount for a certain grade, and where a school is kept open at great expense with a body of teachers, and with a trifling, meagre attendance of pupils, it will direct the discontinuance of the school, especially, if there are adjacent schools sufficient to meet the public want.

It is difficult to establish the salary of the teacher in proportion to the number taught at the School, for that may vary from causes entirely unconnected with the ability of the teacher to instruct. The temporary occupation of a school-building for a cholera hospital, as has sometimes occurred, or the removal of a dangerous roof, or damage by fire, may for a time break up the attendance of a school. Nor would it be always just to regulate the salaries by the grade or rank of the teacher, as, all Principals to be paid such a salary, all Vice-Principals so much, and so on, as the pay in the military service is regulated by the rank held. The objection to this would be, that the ability of one teacher to instruct, and the value of the services, and number taught, may be double that of another teacher of the same grade, and whose remuneration under the present system may be diminished to correspond to the value of the services rendered.

The existence of these difficulties has, doubtless, prevented the Board from successfully attempting to apply any remedy heretofore ; and it is believed that the feeling of what is just, and what is due to the public service, will always have, as it ever has had, a tendency with the Ward Officers to prevent the abuses creeping in, to which it cannot be denied the system, as now organized and conducted, is more or less exposed. Still the time is not far distant, when the annually increasing expenditures, created by the actions of the Ward Boards, will call for some action on the part of this Board.

#### VALUE OF SCHOOL PROPERTY BELONGING TO THE CITY.

In contemplating the large sum annually disbursed for public instruction in the City, there is a satisfaction in finding that no inconsiderable portion is in the nature of a permanent investment for the City, and which will always be a source of income and value. The yearly item of expenses for sites and buildings is about \$150,000, and when the property ceases to be occupied for school purposes, it returns to the City, oftentimes much increased in value. A lot near Madison Square in the Eighteenth Ward, has in this way just returned to the City, quadrupled in value during its occupation for a few years by the Board.

A fair and moderate estimate of the value of the real estate now in use for School purposes throughout the City, is \$1,490,053 50. If this value, now amounting to about a million and a half of dollars, is increased annually by an addition of \$150,000, appropriated to new acquisitions, and also by the regular increase in value of real estate ever going on in the city, it will soon be owner of the reversion of an immense property.

## SCHOOLS IN BASEMENTS AND UNHEALTHY LOCALITIES.

Every humane and enlightened citizen must derive great satisfaction from the contemplation of the large, airy, well-ventilated, and healthy school buildings, that have of late years been erected. It is a contribution toward the sanitary amelioration of the city, and cannot be without its effects in arresting, to some little extent, the deplorable juvenile mortality, the fearful scourge that annually falls upon our community.

The benefits of air, light, and space, in the promotion of the physical and intellectual development of children, are too great to be measured pecuniarily.

The contrast between the condition of the child well-cared for in these respects, and that of the child, pallid, sickly, dwarfed, and attenuated, who issues from his daily six hours' confinement, in the humid and noxious atmosphere of the dark and crowded basement of some church or other building, is most painful. Every good school building that is erected, and every basement school that is closed, is a step toward lessening the contributions to death and disease, that are so fearfully exacted from city childhood.

There is still a great but lessening difficulty in arousing people and parents to a realizing appreciation of the great parts enacted by good air and light and temperature, in mental and physical development.

Even at present, there are Ward Officers to be found, who see no substantial objection to burying two or three hundred delicate, impressible young children in the whitened but humid cellar of some church. It is a sufficient answer to any benevolent individual who suggests doubts as to the propriety of placing the school there, to state, "that it is already fitted up with seats;" "that it will be cool in summer;" "that the rent paid by the city will keep the church from going behindhand any more," &c., &c., and then if this friend of humanity still resists the project of confining helpless children in the damp and deadly vault or basement, it is easy to defeat his opposition and destroy his adverse influence, by representing "that he is hostile



In all the other cities and portions of the State, their respective shares of this income have been, for the most part, devoted to the establishment and support of useful libraries, which have been of inestimable advantage to the scholars and inhabitants.

The City of New-York has alone neglected to establish these libraries, and has seen fit to have her share of the fund consumed in defraying a portion of the ordinary expenses of the schools. In January, 1854, Erastus C. Benedict, Esq., then its President, earnestly called the attention of the Board to this omission. The subject was referred to a Committee, who reported in its favor, December 27th, 1854, which report was adopted, and also a by-law directing their establishment, when a catalogue of books should be prepared and other necessary arrangements made.

In the following year a very excellent catalogue of books was prepared, and presented to the Board, but no subsequent efficient action has been taken on the subject, and the schools are deprived of the libraries, and the money is otherwise consumed.

There are 57 Ward Schools, in each of which a useful library might be established at no very great expense. A library of 1,000 volumes for each of them, estimating the expense per volume at 35 cents, as estimated by the Committee, would cost in the total \$19,950, being a less sum than that supplied by the State for the purpose, during two years.

When once established, the annual increase would be over 25,000 volumes, and in a few years large and valuable libraries, accessible to old and young, would supply a great public want in our midst. The custody and care of the library need be attended with little or no expense. It is usual, elsewhere, to have it the duty of one of the teachers to be in attendance at a certain hour, and to make the entries of the books taken out and returned. A small annual expenditure would keep them re-bound, and experience shows, that where the regulations are observed, few books, if any, are ever lost.

in, and that the upper stories of the lofty new buildings erected in the lower Wards, are not unfrequently peopled and crowded with families, who send numerous children to the Public Schools. It is difficult to conceive in what nooks and crannies so large a number of people can reside, as are dwellers of the three lower Wards. This leads to the belief that the time will never come, when any school building will become outcast from the removal of the adjoining residents. The sites of new school buildings are usually selected by the Ward Officers, subject to the approval of this Board. It sometimes occurs that sites are selected in adjoining Wards, adjacent to the dividing line and to each other, and as no general regulations exist for the establishment of schools at certain distances from each, and in proportion to the population, it is a matter of surprise, that they should be so well distributed on the general surface of the city, as they are. Some difficulty is experienced in preventing the crowding of the schools together in certain localities, and it is quite probable that some general regulations must be established to check this evil in future.

#### THE MORAL CONDITION OF THE SCHOOLS.

Strange as it may appear to those who are well acquainted with the high moral tone and the respect for religious truths that prevails throughout our schools, as regards both the teachers and the pupils, yet the gross and vulgar attacks of certain journals, which though published here are little known, have been re-printed and circulated abroad as proofs that our schools are hot-beds of vice and iniquity, and our public system one without God, and an utter and disgraceful failure. The grossest immoralities have been charged upon the schools, upon the strength of these vile slanders, and they have been referred to as the necessary result of a public system of instruction unconnected with religious teaching and training.

With what moral and religious effect on the community general information and knowledge can be imparted by the

of literature. Not only does the child experience the benefit of this, but it reaches farther, and its kindly and blessed influence goes to the fireside at home, and to those whom he meets in the social and domestic circle.

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When Mr. Astor approached the limits of his long life, he desired to leave some expression of his gratitude to the city where his business career had been passed, where all his plans had prospered, and where success had crowned every effort. One plan after another was considered, and finally that of a great public library commended itself to his attention. It was the subject of reflection and discussion, and ultimately successfully established in accordance with the views of its founder. It is designed to gather in its walls all that has been written, that is valuable in every department of science and literature, to make it the resort of the literary and scientific men of the country, to supply them with access to whatever they may require for information and reference, without having the books removed, and to give New-York another element than that of a merely trafficking community with the motto, "*Virtus post nummos*:" After money, learning.

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Yet the English Governor, Lord Cornbury, as early as 1702, in his speech at the opening of the session of the legislature, urged the establishment of schools, and some years after futile attempts were made for the establishment of a seminary of learning. These attempts were defeated by the rivalries of religious denominations contending for the ascendancy. After the middle of the century, a college was at length incorporated by royal charter, an incorporation by the act of the assembly having been in vain sought, and to-day it flourishes in our midst as Columbia College. Thus for more than a century did the jealousies and the rivalries of religious sects, in seeking to obtain or to hinder others from obtaining the control of the institutions of learning, so much called for and so long needed by the public, prevent their establishment and left this grievous public want unsupplied, except so far as the charity of individuals or of churches, or such few private schools as the wealthier classes established, made a meagre and feeble provision for it.

The Connecticut School Fund has been so judiciously managed, that during more than sixty years, not a dollar of any investment has been lost, and irrespective of the good it has done in Connecticut, has been an incalculable blessing and benefit to the country at large, by serving as the successful precedent which has led to the action of the General and State governments, and caused the formation of so many school funds in other States. Yet, at the close of the last century, the establishment of this school fund was conscientiously and almost successfully opposed by a large class, who, actuated by a sense of duty, felt that the income should be applied to the support of the religion recognized by law in the various towns of the State.

The passage of the bill introduced into Parliament by Lord Brougham, in 1820, to provide for the education of the poor of England and Wales, was defeated by jealousies as to who should and who should not, have the control of the religious instruction in the schools; and time after time, when these measures

have been presented, they have been from these causes defeated. More than a generation of human beings has passed away, almost forty years have come and gone, yet that enlightened and benevolent friend of mankind, whose services in behalf of liberty, learning, and religion, have crowned his venerable brow with undying laurels, in this behalf still lifts his voice in vain. In vain has the evidence taken by committees of the House of Commons disclosed the fact, that England suffers in her material interests by neglecting to supply general elementary instruction, and that owing to her system of public instruction, the United States is placing her commercial marine in a higher position, and already rivalling her in the developments of mechanical and manufacturing skill. No inconsiderable portion of the public moneys applied to the support of Evening Schools is consumed in defraying the expenses of instructing, in the rudiments of education, persons who would have had no occasion for this instruction, and would have been much more valuable to us as emigrants, producers, and citizens, if Great Britain had an efficient system of elementary instruction.

This investigation leads to the inevitable conclusion, that the system which we have adopted in our public schools as the basis for instruction, is the wise and feasible one, and the only one we can preserve and transmit to those who are to come after us. Agreeable as it is to the feelings of parents, that their children should be instructed at school in the creed, the catechism, or the articles of their own religious belief, yet still the omission to do this, and leaving it to be done at home or elsewhere, it is believed, has never given the slightest ground for the charges of immorality and wickedness, that have been made against our Public Schools. It is the only course that can be pursued in justice to those parents and guardians who desire themselves to impart religious instructions to those intrusted to them, who regard it as a sacred duty and a high privilege, and who, when contributing to the support of the Public Schools, do not desire to contribute to

the support of institutions which are to impart a sectarian instruction, liable to be made, at all times, to clash and interfere with that imparted to the pupil elsewhere.

It has been said, that "the system now in use is intended to operate upon every class without distinction of caste, sect, nation, or position, so that by the liberal provisions which are made for education, no child shall grow up in ignorance. This education may be defined as instruction in those branches of knowledge most useful and important to the child, and that moral training best adapted to impart virtuous habits and correct ideas of duty toward God and man."

With great unanimity upon this platform, the system has been established and pursued, and stands ready to be judged by its fruits. It is indorsed by the approving verdict of the whole community, and is the pride and ornament of the city. The public that taxes itself annually to the extent of a million of dollars to sustain it, that by a large majority at the polls, voted to found the Free Academy, is too intelligent to be imposed upon by unworthy schools, and too discerning to permit their usefulness to be frittered away, and their existence imperiled, to gratify any prejudices or aspirations. We present them to the world as under the blessing of Divine Providence, unsurpassed by the public schools of any age or country, in the imparting of useful knowledge, and the culture of virtuous habits, and in preparing the mind for correct ideas of duty toward God and man.

By order of the Board.

WM. H. NEILSON,  
*President.*

THOMAS BOESÉ,  
*Clerk.*





## SCHEDULE No. 1.

### MEMBERS OF THE BOARD OF EDUCATION

FOR THE YEAR 1858.

**WARD.**

1. SAMUEL AULD,  
JOHN O'GRADY,
2. GEORGE NIVEN,  
JARED A. TIMPSON,
3. VINCENT N. LECOMTE,  
HUGH G. CROZIER,
4. EUGENE SHINE,  
THOMAS FITZGERALD,
5. WILLIAM B. EAGER, JR.,  
JAMES M. TUTHILL,
6. WILLIAM SINCLAIR,  
RICHARD BARRY,
7. WILLIAM M. TWEED,  
DANIEL COGER,
8. JOHN R. LYDECKER,  
WILLIAM BLOOMFIELD,
9. PROVOST S. HAINES,  
CHAS. E. GILDERSLEVE,
10. GEORGE H. CLARK,  
DANIEL SLOTE,
11. AARON B. ROLLINS,  
GEORGE WHITE,

**WARD.**

12. JAMES MACKEAN,  
ABRAHAM V. WILLIAMS,
13. JONATHAN L. SCOFIELD,  
ADONIJAH H. BRUMMELI,
14. ANDREW H. GREEN,  
ANDREW L. BYRNE,
15. ERASTUS C. BENEDICT,  
RICHARD WARREN
16. WILLIAM JAY HASKETT,  
ROBERT A. ADAMS,
17. RICHARD C. FELLOWS,  
JAMES CUSHING, JR.
18. WILLIAM H. NEILSON,  
WILLIAM E. CURTIS,
19. TERRENCE FARLEY,  
HUGH M'CABE,
20. WILLIAM MONTEITH,  
OLIVER H. LEE,
21. JOHN DAVENPORT,  
LAFAYETTE RANNEY,
22. JOHN O'KEEFE,  
JAMES MARRINER.



## OFFICERS OF THE BOARD OF EDUCATION.

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<i>President</i> .....	WILLIAM H. NEILSON.
<i>Clerk</i> .....	THOMAS BOESE.
<i>Deputy Clerk</i> .....	MYRON FINCH.
<i>Finance Clerk</i> .....	WILLIAM F. CLARKE.
<i>Recording Clerk</i> .....	THOMAS T. BENNETT.
<i>Depository</i> ".....	CHARLES E. PIERCE.
" ".....	CHARLES H. GILBERT.
" ".....	EDWIN COE.
<i>Porter for Depository</i> .....	JOHN KILLALLEE.
<i>City Superintendent of Schools</i> .....	SAMUEL S. RANDALL.
<i>Assistant</i> " ".....	HENRY KIDDLE.
" " ".....	SAMUEL W. SETON.
" " ".....	WILLIAM JONES, JR.
<i>Messenger of Superintendent's Office</i> ...	JOSEPH E. BELL.
<i>Superintendent of School Buildings</i> ...	ANNON MACVEY.
<i>Inspector of Fuel</i> .....	JOHN E. WHITE.
<i>Messenger in Clerk's Office</i> .....	JOHN G. WHITE.
<i>Janitor of the Hall of the Board</i> .....	CHARLES REILLY.

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## STANDING COMMITTEES OF THE BOARD OF EDUCATION.

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1. *Executive Committee on the Free Academy*.—Messrs. Ranney, Fellows, Tuthill, Adams, Crozier, Bloomfield, Mackean.
2. *Executive Committee on Evening Schools*.—Messrs. White, Sinclair, Slote, Farley, Monteith, Byrne, Gildersleve.
3. *Executive Committee on Normal Schools*.—Messrs. Eager, Tweed, Lydecker, Scofield, Rollins, O'Grady, O'Keefe.
4. *Finance Committee*.—Messrs. Warren, Clark, Auld, Lecomte, Cushing.
5. *Committee on Annual Apportionment and Report*.—Messrs. Curtis, Auld, Oeger, Niven, Crozier.

6. *Committee on New Schools*.—Messrs. Green, Marriner, Williams, Lecomte, Davenport.

7. *Committee on Sites and School Houses*.—Messrs. Tuthill, Sinclair, Rollins, Haines, Lee.

8. *Committee on School Furniture*.—Messrs. Tweed, Scofield, Haines, O'Keefe, Fitzgerald.

9. *Committee on Warming and Ventilation*.—Messrs. Williams, Clark, Green, Eager, White.

10. *Committee on Repairs*.—Messrs. Scofield, Monteith, Coger, McCabe, Lecomte.

11. *Committee on Supplies*.—Messrs. Davenport, White, Slote, Farley, Lee.

12. *Auditing Committee*.—Messrs. Cushing, Davenport, Lydecker, Mackean, Tuthill.

13. *Committee on By-Laws*.—Messrs. Lee, Curtis, Benedict, Eager, Tweed.

14. *Committee on Elections and Qualifications*.—Messrs. Adams, Fellows, Timpson, Shine, O'Keefe.

15. *Committee on Correspondence*.—Messrs. Marriner, Fitzgerald, Barry, Timpson, Byrne.

16. *Committee on Course of Studies and School Books*.—Messrs. Haskett, Williams, Bloomfield, Monteith, Benedict.

17. *Committee on Teachers*.—Messrs. Gildersleve, Haskett, Warren, Brummell, O'Grady.

18. *Committee on Salaries and Offices*.—Messrs. Slote, Byrne, Haskett, Ranney, Crozier.

19. *Committee on Libraries*.—Messrs. Fellows, Barry, Shine, Bloomfield, Marriner.

20. *Committee on Free Scholarships*.—Messrs. Haines, Niven, O'Keefe, McCabe.

21. *Committee on Printing*.—Messrs. Sinclair, Clark, Brummell, Adams, Lydecker.

to the prosperity of the church, that can do so well by hiring out its basement, that stands idle six days in the week ; that he cannot be a friend of religion," and he is denounced as an enemy to the cause of Him, who bequeathed to his followers the precious legacy of ever protecting and benefiting helpless infancy. The growing knowledge of the laws of health has its influence with many, while occasionally an observing father, who finds that the noxious air of a cellar basement has ruined his horse, begins to feel some misgiving as to its effect on his children.

It is thus that the friends of fresh air and sunshine for children, are winning some recruits continually, and are encouraged by an occasional success, in disinterring the remains of some basement school, or in defeating some thoughtless, or sordid scheme for opening and filling a similar sepulchre. It is the earnest hope of the Board, that the time is not far distant, when every school under its jurisdiction will assemble in a healthy, well-ventilated building, and when they can, be free from the feeling of being accessories, however remotely, to the disease and wretchedness incident to the exposure of both teachers and taught, to an unhealthy, impure atmosphere, in dark, damp, crowded basements.

#### SCHOOLS IN LOCALITIES NOT ADAPTED TO THE PUBLIC WANTS.

The rapid growth of the city northward, and the removal of a great number of the residents of the lower Wards, has created a necessity for several new schools in the upper Wards, while several of those in the lower part of the city, are less attended, and less needed than they were a few years since. As the wave of population rolls upward, the demand for new schools, in the upper part of the island, must constantly increase, and that below cease. There are indications tending to show, that while stores and offices and public buildings crowd out the old residents, and reduce the population for a time, that a reaction springs up, and that a new class of population comes

in, and that the upper stories of the lofty new buildings erected in the lower Wards, are not unfrequently peopled and crowded with families, who send numerous children to the Public Schools. It is difficult to conceive in what nooks and crannies so large a number of people can reside, as are dwellers of the three lower Wards. This leads to the belief that the time will never come, when any school building will become outcast from the removal of the adjoining residents. The sites of new school buildings are usually selected by the Ward Officers, subject to the approval of this Board. It sometimes occurs that sites are selected in adjoining Wards, adjacent to the dividing line and to each other, and as no general regulations exist for the establishment of schools at certain distances from each, and in proportion to the population, it is a matter of surprise, that they should be so well distributed on the general surface of the city, as they are. Some difficulty is experienced in preventing the crowding of the schools together in certain localities, and it is quite probable that some general regulations must be established to check this evil in future.

#### THE MORAL CONDITION OF THE SCHOOLS.

Strange as it may appear to those who are well acquainted with the high moral tone and the respect for religious truths that prevails throughout our schools, as regards both the teachers and the pupils, yet the gross and vulgar attacks of certain journals, which though published here are little known, have been re-printed and circulated abroad as proofs that our schools are hot-beds of vice and iniquity, and our public system one without God, and an utter and disgraceful failure. The grossest immoralities have been charged upon the schools, upon the strength of these vile slanders, and they have been referred to as the necessary result of a public system of instruction unconnected with religious teaching and training.

With what moral and religious effect on the community general information and knowledge can be imparted by the

public, in a system like ours, leaving the child to receive his particular religious instruction from his parents or religious instructors at home, at church or at the Sunday School, is a question that has long been seriously discussed, and concerning which much has been said and written. Prior to the Revolution, and in some of the States since, instances occurred where the cause of public instruction was crushed, where the establishment of the higher seminaries was refused, and the light of learning and intelligence almost extinguished in the struggle of various denominations of Christians, to obtain an ecclesiastical control of the schools that it was proposed to establish with the public support and funds. Good and conscientious men believed that it was better that the young should grow up ignorant of reading and writing, than that they should acquire this knowledge at a school that was unconnected with religious instruction, or where the religious instruction did not accord with their own views.

The early history of the State of New-York discloses how much was lost by the prevalence of these ideas, in contributing to delay the establishment of schools and institutions of learning. Doctor Timothy Dwight, whose long continued and brilliant success as an instructor has, with other accomplishments, rendered his name illustrious, says: "That antecedently to the Revolution, little was done by the inhabitants of the Province of New-York for the encouragement of literature. The original Dutch Colonists came to this country with designs and dispositions exclusively commercial. They were under the control of the Dutch West India Company; consisting of a body of merchants, whose measures were entirely governed by considerations of pecuniary profit and loss. As the Charter of this Company was limited to a short number of years, the present profit and loss were alone regarded. In such a situation, it was not to be expected that any attention should be paid to learning, although the literature of the Dutch nation had at this period risen to high distinction."

Yet the English Governor, Lord Cornbury, as early as 1702, in his speech at the opening of the session of the legislature, urged the establishment of schools, and some years after futile attempts were made for the establishment of a seminary of learning. These attempts were defeated by the rivalries of religious denominations contending for the ascendancy. After the middle of the century, a college was at length incorporated by royal charter, an incorporation by the act of the assembly having been in vain sought, and to-day it flourishes in our midst as Columbia College. Thus for more than a century did the jealousies and the rivalries of religious sects, in seeking to obtain or to hinder others from obtaining the control of the institutions of learning, so much called for and so long needed by the public, prevent their establishment and left this grievous public want unsupplied, except so far as the charity of individuals or of churches, or such few private schools as the wealthier classes established, made a meagre and feeble provision for it.

The Connecticut School Fund has been so judiciously managed, that during more than sixty years, not a dollar of any investment has been lost, and irrespective of the good it has done in Connecticut, has been an incalculable blessing and benefit to the country at large, by serving as the successful precedent which has led to the action of the General and State governments, and caused the formation of so many school funds in other States. Yet, at the close of the last century, the establishment of this school fund was conscientiously and almost successfully opposed by a large class, who, actuated by a sense of duty, felt that the income should be applied to the support of the religion recognized by law in the various towns of the State.

The passage of the bill introduced into Parliament by Lord Brougham, in 1820, to provide for the education of the poor of England and Wales, was defeated by jealousies as to who should and who should not, have the control of the religious instruction in the schools; and time after time, when these measures

have been presented, they have been from these causes defeated. More than a generation of human beings has passed away, almost forty years have come and gone, yet that enlightened and benevolent friend of mankind, whose services in behalf of liberty, learning, and religion, have crowned his venerable brow with undying laurels, in this behalf still lifts his voice in vain. In vain has the evidence taken by committees of the House of Commons disclosed the fact, that England suffers in her material interests by neglecting to supply general elementary instruction, and that owing to her system of public instruction, the United States is placing her commercial marine in a higher position, and already rivalling her in the developments of mechanical and manufacturing skill. No inconsiderable portion of the public moneys applied to the support of Evening Schools is consumed in defraying the expenses of instructing, in the rudiments of education, persons who would have had no occasion for this instruction, and would have been much more valuable to us as emigrants, producers, and citizens, if Great Britain had an efficient system of elementary instruction.

This investigation leads to the inevitable conclusion, that the system which we have adopted in our public schools as the basis for instruction, is the wise and feasible one, and the only one we can preserve and transmit to those who are to come after us. Agreeable as it is to the feelings of parents, that their children should be instructed at school in the creed, the catechism, or the articles of their own religious belief, yet still the omission to do this, and leaving it to be done at home or elsewhere, it is believed, has never given the slightest ground for the charges of immorality and wickedness, that have been made against our Public Schools. It is the only course that can be pursued in justice to those parents and guardians who desire themselves to impart religious instructions to those intrusted to them, who regard it as a sacred duty and a high privilege, and who, when contributing to the support of the Public Schools, do not desire to contribute to

the support of institutions which are to impart a sectarian instruction, liable to be made, at all times, to clash and interfere with that imparted to the pupil elsewhere.

It has been said, that "the system now in use is intended to operate upon every class without distinction of caste, sect, nation, or position, so that by the liberal provisions which are made for education, no child shall grow up in ignorance. This education may be defined as instruction in those branches of knowledge most useful and important to the child, and that moral training best adapted to impart virtuous habits and correct ideas of duty toward God and man."

With great unanimity upon this platform, the system has been established and pursued, and stands ready to be judged by its fruits. It is indorsed by the approving verdict of the whole community, and is the pride and ornament of the city. The public that taxes itself annually to the extent of a million of dollars to sustain it, that by a large majority at the polls, voted to found the Free Academy, is too intelligent to be imposed upon by unworthy schools, and too discerning to permit their usefulness to be frittered away, and their existence imperiled, to gratify any prejudices or aspirations. We present them to the world as under the blessing of Divine Providence, unsurpassed by the public schools of any age or country, in the imparting of useful knowledge, and the culture of virtuous habits, and in preparing the mind for correct ideas of duty toward God and man.

By order of the Board.

WM. H. NEILSON,  
*President.*

THOMAS BOESÉ,  
*Clerk.*







## SCHEDULE No. 1.

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### MEMBERS OF THE BOARD OF EDUCATION

FOR THE YEAR 1858.

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## WARD.

1. SAMUEL AULD,  
JOHN O'GRADY,
2. GEORGE NIVEN,  
JARED A. TIMPSON,
3. VINCENT N. LECOMTE,  
HUGH G. CROZIER,
- 4 EUGENE SHINE,  
THOMAS FITZGERALD,
5. WILLIAM B. EAGER, Jr.,  
JAMES M. TUTHILL,
6. WILLIAM SINCLAIR,  
RICHARD BARRY,
7. WILLIAM M. TWEED,  
DANIEL COGER,
8. JOHN R. LYDECKER,  
WILLIAM BLOOMFIELD,
9. PROVOST S. HAINES,  
CHAS. E. GILDERSLEVE,
10. GEORGE H. CLARK,  
DANIEL SLOTE,
11. AARON B. ROLLINS,  
GEORGE WHITE,

## WARD.

12. JAMES MACKEAN,  
ABRAHAM V. WILLIAMS,
13. JONATHAN L. SCOFIELD,  
ADONIJAH H. BRUMMELL,
14. ANDREW H. GREEN,  
ANDREW L. BYRNE,
15. ERASTUS C. BENEDICT,  
RICHARD WARREN
16. WILLIAM JAY HASKETT,  
ROBERT A. ADAMS,
17. RICHARD C. FELLOWS,  
JAMES CUSHING, Jr.
18. WILLIAM H. NEILSON,  
WILLIAM E. CURTIS,
19. TERRENCE FARLEY,  
HUGH M'CABE,
20. WILLIAM MONTEITH,  
OLIVER H. LEE,
21. JOHN DAVENPORT,  
LAFAYETTE RANNEY,
22. JOHN O'KEEFE,  
JAMES MARRINER.

## OFFICERS OF THE BOARD OF EDUCATION.

---

<i>President</i> .....	WILLIAM H. NEILSON.
<i>Clerk</i> .....	THOMAS BOESE.
<i>Deputy Clerk</i> .....	MYRON FINCH.
<i>Finance Clerk</i> .....	WILLIAM F. CLARKE.
<i>Recording Clerk</i> .....	THOMAS T. BENNETT.
<i>Depository</i> " .....	CHARLES E. PIERCE.
" " .....	CHARLES H. GILBERT.
" " .....	EDWIN COE.
<i>Porter for Depository</i> .....	JOHN KILLALLEE.
<i>City Superintendent of Schools</i> .....	SAMUEL S. RANDALL.
<i>Assistant</i> " " .....	HENRY KIDDLE.
" " " .....	SAMUEL W. SETON.
" " " .....	WILLIAM JONES, JR.
<i>Messenger of Superintendent's Office</i> ...	JOSEPH E. BELL.
<i>Superintendent of School Buildings</i> ...	AMNON MACVEY.
<i>Inspector of Fuel</i> .....	JOHN E. WHITE.
<i>Messenger in Clerk's Office</i> .....	JOHN G. WHITE.
<i>Janitor of the Hall of the Board</i> .....	CHARLES REILLY.

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## STANDING COMMITTEES OF THE BOARD OF EDUCATION.

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1. *Executive Committee on the Free Academy*.—Messrs. Ranney, Fellows, Tuthill, Adams, Crozier, Bloomfield, Mackean.
2. *Executive Committee on Evening Schools*.—Messrs. White, Sinclair, Slote, Farley, Monteith, Byrne, Gildersleve.
3. *Executive Committee on Normal Schools*.—Messrs. Eager, Tweed, Lydecker, Scofield, Rollins, O'Grady, O'Keefe.
4. *Finance Committee*.—Messrs. Warren, Clark, Auld, Lecomte, Cushing.
5. *Committee on Annual Apportionment and Report*.—Messrs. Curtis, Auld, Coger, Niven, Crozier.

6. *Committee on New Schools.*—Messrs. Green, Marriner, Williams, Lecomte, Davenport.

7. *Committee on Sites and School Houses.*—Messrs. Tuthill, Sinclair, Rollins, Haines, Lee.

8. *Committee on School Furniture.*—Messrs. Tweed, Scofield, Hainer, O'Keefe, Fitzgerald.

9. *Committee on Warming and Ventilation.*—Messrs. Williams, Clark, Green, Eager, White.

10. *Committee on Repairs.*—Messrs. Scofield, Monteith, Coger, McCabe, Lecomte.

11. *Committee on Supplies.*—Messrs. Davenport, White, Slote, Farley, Lee.

12. *Auditing Committee.*—Messrs. Cushing, Davenport, Lydecker, Mackean, Tuthill.

13. *Committee on By-Laws.*—Messrs. Lee, Curtis, Benedict, Eager, Tweed.

14. *Committee on Elections and Qualifications.*—Messrs. Adams, Fellows, Timpson, Shine, O'Keefe.

15. *Committee on Correspondence.*—Messrs. Marriner, Fitzgerald, Barry, Timpson, Byrne.

16. *Committee on Course of Studies and School Books.*—Messrs. Haskett, Williams, Bloomfield, Monteith, Benedict.

17. *Committee on Teachers.*—Messrs. Gildersleve, Haskett, Warren, Brummell, O'Grady.

18. *Committee on Salaries and Offices.*—Messrs. Slote, Byrne, Haskett, Ranney, Crozier.

19. *Committee on Libraries.*—Messrs. Fellows, Barry, Shine, Bloomfield, Marriner.

20. *Committee on Free Scholarships.*—Messrs. Haines, Niven, O'Keefe, McCabe.

21. *Committee on Printing.*—Messrs. Sinclair, Clark, Brummell, Adams, Lydecker.

# COMMISSIONERS, INSPECTORS, AND TRUSTEES OF COMMON SCHOOLS.

## FIRST WARD.

### *Commissioners.*

Samuel Auld,  
John O'Grady.

### *Inspectors.*

Dennis Keenan,  
J. Jamison.

### *Trustees.*

John H. Williams,  
J. Clitz Morrison,  
John Healy,  
William Jennett,  
Michael Brennan,  
Nicholas Dimond.

## SECOND WARD.

### *Commissioners.*

George Niven,  
Jared A. Timpson.

### *Inspector.*

James B. Manning.

### *Trustee.*

Isaac Ayres

## THIRD WARD.

### *Commissioners.*

Vincent N. Lecomte,  
Hugh G. Crozier.

### *Inspectors.*

Amos Stookey.  
Wm. A. J. McGrath.

### *Trustees.*

Philip McGovern,  
Nich. S. Ludlam,  
Enoch Smith,  
Edward B. Heath,  
Daniel Mooney,  
Augustus P. Heath,  
John Otterson,  
James Le Grand.

## FOURTH WARD.

### *Commissioners.*

Eugene Shine,  
Thomas Fitzgerald.

### *Inspectors.*

George W. Casserly,  
Dennis Hogan.

### *Trustees.*

John Oliver,  
James Reilly,  
Andrew Cusack,  
James M. Sheehan,  
Christopher Kassenbrock,  
Oliver O'Donnell,  
Edward M. Morris,  
John Shea.

## FIFTH WARD.

### *Commissioners.*

Wm. B. Eager, Jr.  
James M. Tuthill.

### *Inspectors.*

Benjamin R. Conklin,  
John Besson.

### *Trustees.*

Albert L. De Camp,  
Charles C. Nott,  
Charles C. Curtis,  
Augustus Howe,  
William Kemble,  
James B. Dupignac,  
Andrew W. Leggat,  
James S. Scofield.

## SIXTH WARD.

### *Commissioners.*

William Sinclair,  
Richard Barry.

### *Inspectors.*

Thomas W. Casey,  
Thomas White.

### *Trustees.*

Edward J. McGloin,  
Timothy Brennan.  
George Pearson,  
Henry T. Gallagher,  
William Cantwell,  
Patrick Fitzgerald,  
James McGuire,  
Walter Roche.

## SEVENTH WARD.

### *Commissioners.*

William M. Tweed,  
Daniel Coger.

### *Inspectors.*

David P. Arnold.  
Jos. E. Snodgrass.

*Trustees.*

Zebulon C. Inslee,  
George W. King,  
Mahlon T. Hewitt,  
Thomas Lawlor,  
Rich'd D. Connolly,  
Bernard Smyth,  
John Witherell,  
Richard Poillon.

## EIGHTH WARD.

*Commissioners.*

John R. Lydecker,  
Wm. Bloomfield.

*Inspector.*

John Dickson.

*Trustees.*

Wm. Westfield,  
David A. Fowler,  
Eliphalet Bootman,  
Henry A. Morgan,  
S. J. Montgomery,  
Robert T. Wild,  
William Forbes,  
Matthias Clark.

## NINTH WARD.

*Commissioners.*

Provost S. Haines,  
C. E. Gildersleve.

*Inspectors.*

Wm. H. Van Valer,  
Wm. E. Beardsley.

*Trustees.*

James H. Townsend,  
Chas. S. Wright,  
Henry P. Lee,  
McDonough Bucklin,  
Alex. H. Keech,  
W. Irving Adams,  
John Kennard,  
James W. Booth.

## TENTH WARD.

*Commissioners.*

George H. Clark,  
Daniel Slote.

*Inspectors.*

M. H. Underhill,  
John J. McGowan.

*Trustees.*

Chas. L. Brower,  
Peter Parks,  
Benj. H. Willis,  
Jacob Raynor,  
Theodore Ward,  
Charles E. Pierce,  
Herman Gutman,  
James M. Glover.

## ELEVENTH WARD.

*Commissioners.*

Aaron B. Rollins,  
George White.

*Inspectors.*

James Marshall,  
Ross McGuire.

*Trustees.*

Charles Perley,  
William Cummings,  
John Pickford,  
Samuel S. Acker,  
John Mason,  
Samuel Gillis,  
Andrew R. Jackman,  
Michael Cunningham.

## TWELFTH WARD.

*Commissioners.*

A. V. Williams,  
James Mackean.

*Inspectors.*

H. B. Perkins,  
John Moore.

*Trustees.*

John Vance,  
G. C. Hebbard,  
H. H. Gregory,  
Blazius Ryer,  
James Davis,  
Charles Boice,  
Thomas Colgan.

## THIRTEENTH WARD.

*Commissioners.*

Jonathan L. Scofield,  
Adon. H. Brummell.

*Inspectors.*

Lewis Withington,  
Richard G. Newkirk.

*Trustees.*

Alonzo G. Reynolds,  
John T. Belch,  
Garrett M. Losee,  
Henry Bausher,  
George Roberts,  
Wm. B. McManus,  
James A. Flack,  
George W. Thurber.

## FOURTEENTH WARD.

*Commissioners.*

Andw. H. Green,  
Andw. L. Byrne.

*Inspectors.*

Patrick Brennan,  
Henry Manron.

*Trustees.*

James Lynch,  
James Mulligan,  
John Freel,  
Henry P. West,  
David Hastings,  
Patrick Dolan,  
James O'Neil,  
John H. Chambers.

Thomas Christey,  
Alexander Ming,  
John De Lamater,  
George P. Brown.

## NINETEENTH WARD.

*Commissioners.*

Terrence Farley,  
Hugh McCabe.

*Inspectors.*

John H. Riker,  
Jeremiah Towle.

## SEVENTEENTH WARD.

*Commissioners.*

Richd. C. Fellows,  
James Cushing, Jr.

*Inspectors.*

George A. Jeremiah,  
William Hibbard.

*Trustees.*

J. C. Chamberlain,  
William H. Riblet,  
W. H. Vanderhoof,  
John Lloyd,  
Smith Ely, Jr.,  
John J. Dymond,  
E. R. Belcher,  
T. B. Barnaby.

## FIFTEENTH WARD.

*Commissioners.*

Erastus C. Benedict,  
Richard Warren.

*Inspectors.*

John M. Knox,  
John B. Stevens.

*Trustees.*

James D. Oliver,  
Linus W. Stevens,  
Joseph B. Varnum, Jr.  
Samuel Hotaling,  
Thomas Denny,  
Eli Goodwin,  
Edwd. L. Beadle,  
Richd. C. McCormick.

*Trustees.*

George W. Beebe,  
Henry B. Bolster,  
Charles Smithson,  
W. J. McDivitt,  
William H. Rich,  
D. Gallagher,  
Stephen M. Drew,  
D. McCarthy.

## TWENTIETH WARD.

*Commissioners.*

William Monteith,  
Oliver H. Lee.

*Inspectors.*

John G. Butler,  
Peter H. Duncan.

## EIGHTEENTH WARD.

*Commissioners.*

William H. Neilson,  
William E. Curtis.

*Inspectors.*

James W. Gerard,  
H. Quackenboss.

*Trustees.*

James M. Edney,  
William K. Strong,  
Charles C. Murch,  
E. Delafield Smith,  
Alexander M. Lawrence,  
Valentine G. Hall,  
John Foster,  
James B. Brady.

## SIXTEENTH WARD.

*Commissioners.*

Wm. Jay Haskett,  
Robt. A. Adams.

*Inspectors.*

Samuel Osgood,  
J. W. Hogencamp,

*Trustees.*

James Cassidy,  
John W. Conklin,  
Saml. Moore,  
James Pollock,

*Trustees.*

James Kearney,  
Nelson J. Waterbury,  
Edwin Dobbs,  
Caspar Meyers,  
Henry Larkin,  
Watts C. Livingston,  
Robert Taylor,  
Wm. Menck.

## TWENTY-FIRST WARD.

*Commissioners.*

John Davenport,  
Lafayette Ranney.

*Inspectors.*

Lewis S. Thomas,  
B. B. Chappell.

*Trustees.*

R. Stanberry,  
H. M. Schieffelin,  
Richard Kelley,  
Benj. B. Atterbury,  
O. F. Rogers,  
N. B. Mountfort,

John Stephenson,  
James Dennis.

TWENTY-SECOND W.D.

*Commissioners.*

James Marriner,  
John O'Keefe.

*Inspectors.*

Valentino Ruppert.  
Edward Timpon.

*Trustees.*

Wm. Dealing, Jr.,  
Jonathan Wilson,  
Patrick Murphy,  
John F. Fay,  
John Adams,  
John M. Helck,  
John W. Betz,  
A. H. Underhill.



## Schedule No. 2.

*Names of Persons employed in the several Schools under the control of the Board of Education.*

### FACULTY OF THE FREE ACADEMY.

---

Horace Webster, LL. D., President of the Faculty and head of the Department of Philosophies.

John Jason Owen, D. D., Vice-President of the Faculty and head of the Department of Ancient Languages.

Wolcott Gibbs, M. D., Department of Physical Science.

Gerardus Beekman Docharty, LL. D., Department of Pure Mathematics.

John Augustus Nichols, A. M., Department of Mixed Mathematics.

Charles Edward Anthon, A. M., Department of History and Belles-Lettres.

John Graeff Barton, A. M. Department of English Language.

Jean Roemer, LL. D., Department of Modern Languages.

G. B. Docharty, LL. D., Secretary.

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### INSTRUCTORS IN THE FREE ACADEMY.

---

Horace Webster, LL. D., Principal, and Professor of Moral, Intellectual, and Political Philosophy.

John Jason Owen, D. D., Vice-Principal, and Professor of the Ancient Languages and Literature.

Wolcott Gibbs, M. D., Professor of Chemistry and Physics.

Gerardus Beekman Docharty, LL. D., Professor of Pure Mathematics, and Secretary of the Faculty.

John Augustus Nichols, A. M., Professor of Mixed Mathematics.

Charles Edward Anthon, A. M., Professor of History and Belles-Lettres.

John Graeff Barton, A. M., Professor of the English Language and Literature.

Jean Roemer, LL. D., Professor of the French Language and Literature.

Agustin José Morales. A. M., Professor of the Spanish Language and Literature.

Theodor Gustav Glaubenskle, Professor of the German Language and Literature.

Paul Peter Duggan, N. A., Professor of Drawing and the Arts of Design.  
(Absent in Europe, on leave.)

Hermann Joseph Aloys Koerner, Ph. D., Acting Professor of Drawing.

Robert Ogden Doremus, M. D., Professor of Natural History, Physiology, Anatomy, and Hygiene.

Joel Tyler Benedict, A. M., Professor in the Department of Pure Mathematics.

George Washington Huntsman, A. M., Adjunct Professor in the Department of Philosophy.

Joseph Howard Palmer, A. M., Tutor in Pure Mathematics.

William Beinhauer Silber, A. M., Tutor in the Ancient Languages.

Benjamin Arad Sheldon, A. M., Tutor in Pure Mathematics.

Alfred George Compton, A. M., Tutor in the English Language.

Lewis Condict Bayles, A. B., Tutor in the Ancient Languages.

Charles Henry Pratt, A. B., Tutor in the Ancient Languages.

Arthur McMullen, A. B., Tutor in Pure Mathematics.

Franklin Samuel Rising, A. B., Tutor in History and Belles-Lettres.

Casimir Fabregou, A. B., Tutor in the French Language.

Joseph Anderson, A. M., Tutor in the English Language.

Adolph Werner, S. B., Tutor in the English Language.

Joseph Oakley Nodyne, A. M., Librarian and Registrar.

Grosvenor Waters, Janitor.

Daniel McEvoy, Assistant Janitor.

## TEACHERS IN THE NORMAL SCHOOLS.

---

Principal,     -     -     -     -     -     Leonard Hazeltine.

### MALE NORMAL SCHOOL.

David Patterson,     John G. McNary,     William H. Wood.

### FEMALE NORMAL SCHOOL.

Vice-Principal,     -     -     -     -     -     Susan Wright.

John H. Fanning,	Mich. J. O'Donnell,	Henrietta Dutch,
David B. Scott,	William Smeaton,	Margaretta L. Marston,
William Belden, Jr.,	Sarah A. Bunker,	Annie Bamman,
James H. Partridge,	Clara M. Edmonds,	Anna M. Marsh,
Thomas F. Harrison,	Rosina G. Hartman,	Frances E. A. Gutch,
	Wm. H. Wood, Music.	

### COLORED NORMAL SCHOOL.

Principal,     -     -     -     -     -     John Peterson,  
Charles L. Reason.



## DAILY NORMAL SCHOOL FOR GIRLS.

---

Principal,     -     -     -     -     -     Susan Wright.

S. Elizabeth Verrinder,	D. H. Cruttenden,	S. B. Stearns,
George Bathelor,	John A. Sconcia, Music.	

## TEACHERS IN THE WARD SCHOOLS.

## SCHOOL No. 1

*245 William-street, near Duane—Fourth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
William M. Smith,	Cornelia Honeywell,	Harriet M. Megie,
Edward A. Walsh,	Helena Raymond,	Martha S. Brennan,
Michael H. Keily,	Lucy M. O'Connell,	Rose T. Martin,
J. W. Cremin,	Emilie J. Edison,	Theresa M. Gill,
Mary A. Mahoney,	Jane E. Irvine,	Emily E. McCallum,
Mary O'Brien.	Anna M. Cudlipp.	Joanna M. Murphy,
		Mary Bergman.
		James W. Alden, Music.
		Thos. Hanrahan, Janitor.

## SCHOOL No. 2.

*116 Henry-street, near Pike—Seventh Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Charles H. Kimball,	Elizab. W. Garret,	Sarah Concklin,
William J. Goldey,	Isabel F. Richards,	Sarah L. Dean,
Jacob Fehrmann,	Mary E. Stainburn,	Elizabeth McDougal,
Margaret A. Barnum,	Delia A. Masters,	Elizabeth A. Blanchard,
Sarah A. Dunbar,	Cath. M. Williams,	Eliza C. Budd,
Catharine J. Delaney,	Sarah M. Reeves,	A. E. Anderson.
Caroline A. Dunbar,	Rebecca S. Lowrey.	Harriet A. Budd,
Frances E. Mosse.	Maria L. Romer.	Mary W. Lowery,
		Sarah McDonald,
		Lucy M. Ritterband.
		G. W. Pettit, Music.
		J. Nolan, Janitor.

## SCHOOL No. 3.

*Corner of Hudson and Grove-streets—Ninth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
David Paterson,	I. F. McCormick,	Mary C. Brombush,
B. D. Southerland,	Elizabeth Pope,	Sarah J. Dornan,
G. Brinkerhoff,	Catharine Buxton,	Eliza B. Scudder,
J. Demarest,	Eliza J. Birch,	Josephine Weeks,
Eliza J. Harmon,	Mary I. Davis,	Sarah M. George,
Louisa Barton,	Emma J. Cavanah.	Caroline C. Wilson,
Martha A. King.	Eliza A. Dore,	Isabella Young,
Josephine Adee.	Elizabeth M. Smith,	Mary Wainwright,
	Annie Royce.	Mary Chisholm,
		Maria I. Wright.
		J. A. Johnson, Music.
		C. Severin, Drawing.
		A. Demarest, Janitor.

## SCHOOL No. 4.

*203 Rivington-street, near Ridge—Thirteenth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
J. D. Demilt,	Catharine White,	Emily A. White,
C. W. Feeks,	Jane Moon,	Eleanor S. Northrip,
Russell Raymond,	Albertine Cooley,	Sarah E. Bertine,
Margaret Miller,	Martha A. Rhoades,	Mary A. Leuba,
Augusta Scofield,	Harriet T. Delong,	Mary I. Blair,
Nancy Mosher,	Ann Cushing,	Mary J. Robinson,
Halina Parmenter,	Emily E. McKenny,	Ann M. Robertson,
Clarissa J. Sayre.	Jeannette Robertson,	Adelia A. Cook,
	Phebe B. Carpenter.	Lucy A. Roberts,
		Elizabeth J. Hunter,
		Julia A. Clark,
		Mary E. Gray,
		Jane E. Bruen.
		A. Roberts, Gen. Tea'r.
		Geo. H. Curtis, Music.
		Chas. Severin, Drawing.
		F. J. Morgan, Janitor.

## SCHOOL No. 5.

*222 Mott-street—Fourteenth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Michael J. O'Donnell,	Mary J. Dowling,	Mary T. Shepard;
M. A. Curran,	Mary J. Hunter,	Margaret A. Mather,
Thomas Moore,	Helena Connolly,	Mary T. Grace,
James Toal,	Emma J. Scatliff,	Mary E. Perham,
Edward J. Delaney,	Kate A. Evans.	Mary J. Jones,
James F. Gilchrist.		Mary E. McGill,
		Eliza A. Dalton,
		Charlotte E. Gray,
		Jane A. Gormly.
		F. Melville, Drawing.
		G. W. Pettit, Music.
		Peter Brulte, Janitor.

## SCHOOL No. 6.

*Randall's Island—Twelfth Ward.*

BOYS' AND GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Thomas P. Okie,	Harriet J. Spofford.
Harriet J. Craver,	S. J. Linderman,
Mary E. Bryant,	Mary A. Green,
Sarah L. Payne,	Elizabeth Willson,
Isabella Johnson,	Mary E. Hammond,
Elizabeth Kennard,	Mary McMartin,
Emily Washburn.	Julia McKeivite.
	John Campbell, Janitor.

## SCHOOL No. 7.

*60 Chrystie-street, between Hester and Canal-streets—Tenth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Samuel D. Allison,	Sarah A. Bunker,	Maria Reuck,
Jacob T. Boyle,	Isabella Stevens,	Alice F. Bartley,
Henry W. Smith,	Ellen L. Chapman,	Maggie A. Boyd,
R. B. MacLay,	Mary C. Kennard,	Eliza T. White,
Emeline Olsen,	Catharine M. Reed,	Amelia Souer,
Clarissa Root,	Mary E. Trembley,	S. K. Vandewater,
Harriet E. Irwin,	Kate A. Ferry.	Mary E. Robinson,
Mary E. Lawrence.		Sarah F. Knapp,
		Mary E. Topping,
		Helen M. Sammis.
		G. F. Bristow, Music.
		G. M. Florentine, Janitor.

## SCHOOL No. 8.

*Grand-street, near Wooster—Eighth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Cornelius A. Cooper,	Harriet Bartine,	Eliza Mullen,
S. G. Penfield,	Elizabeth F. King,	Margaret Felt,
Catharine Kane,	Eliza Veitch,	Jane C. Baird,
Sarah Hopper,	Sarah Smith.	Susan R. Brown,
Catharine L. Conart.		S. A. Birmingham,
		Mary A. Nash,
		Margaret J. Breen.
		John Craft, Janitor.

## SCHOOL No. 9.

*Eighty-second-street and Eleventh Avenue—Twenty-second Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.
John D. Robinson,	Catharine Jollie,
John Jasper, Jr.,	Maria Jasper,
Amelia Hanaway,	Emily S. Hanaway,
Isabella Quinn.	Josephine Brennan.
	Mrs. C. M. Brenan, Music.
	Alphonso Grollier, French.
	Louisa W. Corbyn, Painting.
	E. Wunnenburg, Janitress.

## SCHOOL No. 10.

180 Wooster-street, near Bleecker-street—Fifteenth Ward.

## BOYS' DEPARTMENT.

George Moore,  
Catharine E. Roberts,  
Galen C. Thatcher,  
Caroline Birch.

## PRIMARY DEPARTMENT.

Anna M. Rogers,  
Mary H. Beach,  
Anna Linebeck,  
Marion A. Bliven,  
Annie B. Emerson,  
Annie A. Bliven,  
Mary A. Fisher.  
James Coghlan, Janitor.

## SCHOOL No. 11.

Sixteenth-street, near Eighth Avenue—Sixteenth Ward.

## BOYS' DEPARTMENT.

John G. McNary,  
Alonzo Hopper,  
D. B. Frisbee,  
Silas W. Randall,  
M. Isabell Oakley,  
G. M. Miller,  
Margaret A. Boak,  
Agnes Jackson,  
Victorine S. Crapser,  
Marion L. Young.

## GIRLS' DEPARTMENT.

Mary S. Preston,  
Mary E. Savage,  
M. C. Houseworth,  
Serena A. Goodwin,  
Jane A. Fleming,  
Anna E. Thompson,  
Abbie M. Saunders,  
Emma Freyer,  
Sophia De Baun,  
Marietta Stanley.

## PRIMARY DEPARTMENT.

Abby N. Beale,  
Elizabeth Beale,  
Amelia De Baun,  
Mary E. Phelan,  
Harriet F. Howe,  
M. Emily Bishop,  
Phebe Conklin,  
M. F. Vandervoort,  
Mary McEntee,  
M. J. Macfarlane,  
Sarah Bostwick,  
Sarah Crist,  
Julia De Con,  
Elizabeth A. Coe,  
Kate Ritchie,  
Hannah Stratton.  
G. Batchelor, French.  
W. S. MacLaurin, Pen.  
James Hyatt, Lecturer.  
M. N. Sharp, Janitor.



## SCHOOL No. 12.

371 *Madison-street, near Jackson—Seventh Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
John H. Fanning,	Anna M. Marsh,	Nancy E. Hoyt,
Robert J. Furney,	Mætilda Mosher,	Susanna McAuley,
Oscar Hinchman,	M. M. Ryckman,	Julia M. Knight,
Ellen P. Daly,	Louisa Peters,	Mary J. Carrier,
Augusta B. Sage,	Sarah Ga Nun,	Sarah A. Ball,
Eliza J. Evans,	Martha Moore,	Annie Glasier,
Charlotte F. Glover.	Carrie H. Douglass.	Sarah L. Harris,
		Helena Verplank,
		Margaret V. Smith,
		Sophia Cook.
		Geo. W. Pettit, Music.
		Henry Kelly, Janitor.

## SCHOOL No. 13.

293 *Houston-street, between Essex and Norfolk—Seventeenth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Leonard Hazeltine,	Georgiana M. Watson,	Mary L. Harris,
Robt. H. Pettigrew,	Sarah J. De Grove,	Catharine S. Smith,
George W. Streeter,	Prudence Sill,	Esther E. Noe,
Mary D. Johnson,	Sarah E. Crane,	Annie E. Van Vorst,
Mary J. McCay,	Mariette Egbert,	Mary A. Dunbar,
John H. Kneble,	Mary T. Devereaux,	Mary Hickok,
F. E. Bruenhausen,	Hannah A. Sill.	Frances C. Kirk,
Louisa Bildersee.		Phebe E. Kendall,
		Caroline E. Noe,
		Elizabeth Jones,
		Agnes Haddon.
		Chas. L. Barnes, Music.
		F. Melville, Drawing.
		AraV. denburg, Janitor.

## SCHOOL No. 14.

*Twenty-seventh-street, near Third Avenue—Twenty-first Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Lafayette Olney,	Caroline F. Whiting,	Catharine H. Myers,
George H. Albro,	Mary Kemp,	Martha L. Doak,
Hamlin Babcock,	Eliza J. Elery,	Emily J. Edwards,
Rosina G. Hartman,	Hester Platt,	V. S. Knight,
Emma Turner,	Sarah Hazeltine,	E. W. St. John,
Frances J. Graham,	Laura Osborne,	Emma J. Smith,
Susan A. Sparling,	Ellen Winchell,	Lizzie Steele,
James R. Pettigrew,	Mary Hazard.	Sarah F. Soper,
Caroline Elwell,		H. Goodenow,
Charles F. Hartman.		Maggie Birdsall,
		Rebecca Dwight,
		A. R. Holman.
		F. H. Nash, Music.
		Patrick Doherty, Janitor.

## SCHOOL No. 15.

*289 Fifth-street, between Avenues C and D—Eleventh Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
N. P. Beers,	Urania Downs,	Mary J. Vanderhoff,
James J. McCoy,	Mary J. Patten,	Annie E. Ketcham,
M. Emory,	Anna A. Wood,	Anna L. Hayes,
Martha Turner,	Sarah Messenger,	Emma E. Fairfield,
Caroline Canfield,	Mary J. Green,	Amanda Carman,
Annie E. Gillis,	Urania D. Secord,	Euphemia Young,
Louisa Murray,	Harriet N. Lugar.	Sarah C. Lewis,
Margaret J. McCaffrey.		Susan Doyle,
		Mary A. Rowe,
		Mary E. Willis,
		Sarah C. Hall,
		Cornelia Carman,
		Elizabeth Gilfillan.
		F. H. Nash, Music.
		G. W. Pettit, "
		D. Brown, Janitor.

## SCHOOL No. 16.

*Thirteenth-street, near Seventh Avenue—Ninth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Arthur Murphy,	Virginia M. Oakley,	Mary Oliver,
Mary J. Mead,	Emily Scudder,	Amelia Linebeck,
Georgiana Harriott,	Sarah J. Hemphill,	Jane E. Thomas,
Jeannette McLuskey,	Jane M. Hill,	Melissa Thorp,
Elizabeth Sleight.	Eleanor Firth.	Amelia Blakeley,
		Elizabeth Blake.
		J. A. Johnson, Music.
		John Burns, Janitor.

## SCHOOL No. 17.

*Forty-seventh-street, between Eighth and Ninth Avenues—Twenty-second Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
James Monteith,	Amelia Keirsted,	Phebe A. Wood,
W. A. E. Davis,	Georgiana M. Bunker,	Kate C. Kenny,
Robert Burden,	Mary A. Haynes,	Elizabeth Lewis,
Mary M. Slater,	Susan C. Brick,	Mary A. Root,
George A. Leonard,	Agnes McCarteney,	Annie Geary,
Frances J. Scarlett,	Jane Jollie,	Maria Ackerman,
Elizabeth D. Wilson,	Charity Dealing,	Henrietta Egbert,
Fred. W. James.	Arabella Field,	Louise Kyle,
	Louisa Corbyn,	Agnes Dana,
	Mary A. Tuthill.	Kate O'Keefe,
		A. M. Hoffman,
		Agnes Smith.

## BRANCH PRIMARY.

Frances M. Finch,  
Amanda Mildeberger,  
Sarah Whitehead,  
Ann E. Whitten,  
Mary E. Kelly,  
Louisa J. Orrell.  
F. H. Nash, Music.  
A. Grollier, French.  
B. Glennen, Janitress.

## SCHOOL No. 18.

*Fifty-first-street, near Lexington Avenue—Nineteenth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Euphs. Hirst,	Annie Bamman,	Cordelia C. Rockwell,
L. B. Corey,	Sarah F. Miller,	Elizabeth A. Scanlan,
Thomas E. Cody,	Margaret Walsh,	Ellen R. Drew,
George H. Moore,	M. J. Christie,	Agnes M. Walsh,
William Carlisle,	M. E. Trainor.	Tabitha D. Corsen,
B. T. Foshour,		Emily C. Nevins,
Mary J. Scanlan.		W. M. Bonesteel,
		Annie Reynolds,
		Annie M. Holden,
		L. Bamman.
		John Ryan, Janitor.

## SCHOOL No. 19.

*First Avenue, corner of Nineteenth-street—Seventeenth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
William Smeaton,	Caroline Hazeltine,	Sarah E. Buckbee,
H. C. Litchfield,	Mary E. Hinton,	Mary C. Hepburn,
Ella M. Flowery,	Anna M. Hazard,	Mary H. Tompkins,
Kate A. Buckbee,	Agnes McFarland,	E. M. Greenwood,
Clara Hopps,	Clara Worman,	Irene B. Miller,
Mary A. Poor.	Emma Wicks,	Rosanna Muller,
	Sarah Stuyvesant.	F. Le Petite,
		J. E. Haviland,
		Annie E. Smith.
		J. W. Palmer, Janitor.

## SCHOOL No. 20.

*Chrystie-street, near Delancy—Tenth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
J. W. Mather,	Martha Ames,	Annie Thomson,
Alex. Morehouse,	Margaret W. Tibetta,	Ellen S. Seaman,
James W. Graff,	Eliza F. Knapp,	Mary O. Bell,
G. W. Jackson,	Sarah A. Fisher,	M. A. T. Hamilton,
J. C. Jones,	S. Amelia Haynes,	M. A. T. Lawrence,
Nathaniel Solomon,	H. N. Hutchings,	E. Voorhees,
Mary L. Winter,	F. A. Hayes,	Florinda Cornell,
Mary Buckelew,	Lucretia Felter,	C. B. Charlock,
Annie Hart.	Matilda Davis.	J. A. Hutchings,
		Elvira Stratton,
		Agnes J. Wright,
		E. M. Clark,
		S. B. Griffiths,
		Bertha Wehle.
		G. T. Bristow, Music.
		F. Melville, Drawing.
		J. Wodzinski, “
		Smith Moore, Janitor.

## SCHOOL No. 21.

*Marion-street, near Prince—Fourteenth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
John Boyle,	Maria J. Sweeny,	Fanny Willoughby,
Hugh Williamson,	Eleanor M. Cronin,	Catharine M. Connor,
W. G. Raywood,	Helen C. O'Brien,	Emily T. Rice,
William P. Byrne,	S. McConnellogue.	Mary Finnegan,
R. T. Wheelan.		M. J. Willoughby,
		Mary McLain,
		Mary O'Connor,
		Frances Burrell,
		John Doran, Janitor,

## SCHOOL No. 22.

*Corner of Stanton and Sheriff streets—Eleventh Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Seneca Durand,	Frances J. Murray,	J. M. Gilfillan,
Sidney W. Merritt.	Melinda Clark,	F. J. Coleman,
George W. Stewart,	Julia A. Bell,	Phebe Mayhew,
Margaret Patterson,	Anna Murray,	Mary Houseworth,
Sarah E. Michaels,	Delia Lockwood,	M. E. Marshall,
Eliza J. Beilby,	Cornelia Howe,	Eugenia Green,
Melcina Van Etten.	Marion M. Holly,	Adelaide Hardy,
	Jane Alexander.	Julia Orton,
		Margaret McPhillamy.
		F. H. Nash, Music.
		G. W. Pettit, “
		B. Demilt, Janitor.

## SCHOOL No. 23.

*26 and 28 City Hall Place—Sixth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
William Mullany,	Catharine Duffy,	Elizabeth McGrath,
Stinson McIvor,	Mary J. Gallagher,	Joanna Toole,
Thomas Gibbons,	Rose M. O'Neil,	Mary McHugh,
H. Carroll,	Mary R. Dorlan,	Agnes O'Donnell,
J. White,	Elizabeth Riley.	Rosa Cohen,
Owen J. Weir.		M. J. McDermott,
		Mary A. Ryan,
		Mary Sherin.
		S. Schuster, Drawing.
		M. Colburn, Music.
		Phillip Hirsch, French.
		J. Wymbs, Janitor.

## SCHOOL No. 24.

*24 Elm-street, near Leonard—Sixth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
James M. Sweeny,	Margaret A. McCosker,	M. S. McDermott,
A. T. Gallagher,	Honorio D. Hogan,	Alicia M. Kearney,
James P. McIvor,	Jane A. Grant,	Catharine Gallagher,
Hugh P. O'Neil,	Frances B. Murray,	H. E. Keating,
Matthew Murphy.	Emma A. Sweeny.	Mary E. Clancy,
		Elizabeth O'Donnell.
		M. Colburn, Music.
		J. Reuter, French.
		S. Schuster, Drawing.
		W. Gauhan, Janitor.

## SCHOOL No. 25.

*13 Oak-street—Fourth Ward.*

GIRLS' DEPARTMENT.
Catharine Lynch,
C. M. Fitzgibbon,
Elizabeth M. Faye,
Margaret C. Canary,
Harriot T. Watson,
Anna Goodwin.
S. Earle, Music.
M. Lyons, Janitor.

## SCHOOL No. 26.

*Rose-street, near Pearl—Fourth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Oliver O'Donnell,	Catharine M. Griffin,	Eliza Reynolds,
Samuel S. St. John,	Mary J. O'Leary,	Margaret Donegan,
John Halpin,	Mary C. Dougherty,	Eliza McLaughlin,
Patrick C. Leamy,	Margaret A. McCanary,	Rose R. Cronley,
Walter K. Rich.		Mary A. Sweeny,
		Kate O'Brien.
		J. C. Woodman, Music.
		Patrick Hallinan, Janitor.

**SCHOOL No. 27.***74 Oliver-street—Fourth Ward.***BOYS' DEPARTMENT.**

Emily B. Sleight,  
 Ellen D. Irvine,  
 Maria Barrenpohl,  
 Sarah Quinn,  
 Isabella Condon,  
 Anna M. Powers.  
 S. Earle, Music.  
 Ellen Horrigan, Janitress.

**SCHOOL No. 28.***Fortieth-street, between Seventh and Eighth Avenues—Twenty-second Ward.***BOYS' DEPARTMENT.**

Joseph Finch,  
 Lewis M. Kolb,  
 J. A. Treacy,  
 James H. Hallock,  
 M. J. A. McCaffrey,  
 Sarah Wilson,  
 Barbara Gellan,  
 Mary F. McKenna.

**GIRLS' DEPARTMENT.**

Mary Kelly,  
 Mary H. Miller,  
 Susan M. Kelly,  
 Caroline E. Church,  
 Harriet F. Williams,  
 Isabella Dolmage,  
 Isabella Dickieson.

**PRIMARY DEPARTMENT.**

Hannah J. Moakler,  
 Julia M. Scarlett,  
 M. M. Skiffington,  
 Mildred Johnson,  
 Louisa M. Osborne,  
 Margaret Walsh,  
 Adeline Marsh,  
 Emma Moore,  
 Annie E. Gough,  
 S. A. Cartwright,  
 Sarah M. Kolb.  
 L. M. Corbyn, Drawing.  
 F. H. Nash, Music.  
 A. Grollier, French.  
 Mary Lambert, Janitress.



## SCHOOL No. 29.

*97 and 99 Greenwich-street—First Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
L. W. Annan,	Caroline A. Tier,	Ellen M. Hackett,
P. W. Connolly,	Caroline A. Masters,	Sarah C. Hubie,
Hugh Duffy,	Ann E. Van Boskerck,	Amy B. Butts,
E. Schwacoffer,	Ellen L. Byrnes,	Elizabeth W. Carman,
James B. Treanor,	Adaline Gates.	Maria E. Martin,
Abbe A. Wright.		Jessie McGregor,
		Elizabeth Carroll,
		Mary E. Dunican,
		Sarah Cohen,
		M. G. Finley,
		B. T. Armstrong,
		Fanny Morrison,
		Laura Ochs,
		Catharine Hazzard,
		Catharine T. White.
		F. H. Nash, Music.
		John Regan, Janitor.

## SCHOOL No. 30.

*Baxter-street, near Grand—Fourteenth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
E. McIlroy,	Catharine Connolly,	Ellen T. Ahern,
N. Mulligan,	Elizabeth A. Bossuet,	Margaret A. Doyle,
J. A. Sevin,	J. Connolly,	A. Van Riper,
Honora Madden.	Alice E. Gormly,	H. T. Collins,
	Mary A. Muldoon.	E. A. Dunn,
		Mary E. Brady,
		C. McCaffery,
		M. Costello,
		Catharine McManus,
		Mary E. Smith,
		Barney Doran, Janitor.

## SCHOOL No. 31.

*200 Monroe-street, near Montgomery—Seventh Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
John J. Anderson,	Elizabeth Sayre,	Mary A. Ebbets,
John R. Ames,	Lucy F. Scarborough,	Emily J. Peck,
W. F. Berry, Jr.,	Sarah E. Raywood,	Mary A. Hannah,
Alexander Oliver, Jr.,	Josephine M. Norman,	Susanna Lennox,
W. W. Soullard,	Henrietta Hull.	Mary S. Ketcham,
W. M. Cole.		Anna E. Lowes,
		Sarah J. Glasier,
		Adelaide Cooper,
		Catharine G. Jones.
		G. W. Pettit, Music.
		R. Robinson, Janitor.

## SCHOOL No. 32.

*Thirty-fifth-street, near Ninth Avenue—Twentieth Ward.*

BOYS' DEPARTMENT.	PRIMARY DEPARTMENT.
George W. Cooper,	Kate Brown,
T. Dwight Martin,	Anna M. Dunn,
W. Menzies Adams,	J. M. P. Hume,
Charles S. Wightman,	G. R. Kiersted,
Janet Young,	Catharine F. Mahan,
Mary D. Scholari,	Phebe E. Brooks,
A. M. Edmonds,	Jennette McGowan,
Elizabeth Smith,	Eliza Hoffman,
Rosina Whiteside,	Margaret Adams,
Mary Keeler.	Mary A. Colwell,
	Emily Jackson,
	Henrietta Van Tine,
	Mary E. Underhill.
	G. P. Benjamin, Music.
	M. Colburn, “
	C. M. Lowndes, French.
	W. S. McLaurin, Writing.
	James Devine, Janitor.

## SCHOOL No. 33.

*Twentieth street, near Eleventh Avenue—Twentieth Ward.*

## GIRLS' DEPARTMENT.

Clara M. Edmonds,  
 Mary A. Simms,  
 Amanda Huthwaite,  
 V. Jennie Ranney,  
 Mary A. Nunns,  
 Mary A. Lyon,  
 Eliza Wood,  
 Almira J. Danley,  
 Clarissa E. Hartmann,  
 Harriet E. Ruden,  
 Eva C. Edmonds.

## PRIMARY DEPARTMENT.

Sarah K. White,  
 Margaret Keown,  
 Charlotte S. Meredith,  
 Mary F. Thompson,  
 Dorothea Dixon,  
 Maria J. Thompson,  
 Sarah M. Gordon,  
 Sarah J. Gaddis,  
 Margaret Stewart,  
 Charlotte Pollock,  
 Irene M. Gahegan,  
 Caroline A. Hard,  
 Cornelia J. Whiting,  
 Josephine Wake,  
 Sarah Jackson,  
 Mary Arnout.  
 M. Colburn, Music.  
 C. M. Lowndes, French.  
 S. Schuster, Drawing.  
 W. L. MacLaurin, Writing.  
 C. R. Triglar, Janitor.

## SCHOOL No. 34.

*Broome-street, between Sheriff and Willet—Thirteenth Ward.*

## BOYS' DEPARTMENT.

H C. Martin,  
 W. M. Jelliffe,  
 Benjamin Y. Conklin,  
 Emily A. Appleton,  
 Josephine F. Orr,  
 Grace M. Bruce,  
 Berenice J. Fitz,  
 Mary E. Moore.

## GIRLS' DEPARTMENT.

Harriet N. Goldey,  
 A. A. Rutherford,  
 Margaret C. Mikels,  
 Grace A. Mayhew,  
 Lucretia V. Flack,  
 Josephine Irwine,  
 Sarah A. Reeves.

## PRIMARY DEPARTMENT.

Jane Rutherford,  
 Margaret F. Maguire,  
 C. H. Appleton,  
 Mary J. Fairchild,  
 Harriet Keeler,  
 Phebe L. Laton,  
 Josephine Ostrander,  
 Sarah M. Norris,  
 Mary A. Moon,  
 Mary E. McTier,  
 Louisa Mosher.  
 Geo. H. Curtis, Music.  
 E. D. Church, Drawing.  
 Michael Moran, Janitor.

## SCHOOL No. 35.

*Thirtieth-street, near Sixth Avenue—Fifteenth Ward.*

## BOYS' DEPARTMENT.

Thomas Hunter,  
 Charles Gates,  
 L. H. Waters,  
 George White, Jr.,  
 George L. Burr,  
 Jane V. Kennedy,  
 Eliza J. Lee,  
 Eliza M. Phelps,  
 Sarah L. Vanderbilt,  
 Martha J. Hawley,  
 H. A. Irving,  
 S. E. Heybeck.

## PRIMARY DEPARTMENT.

Jane M. Linsey,  
 Sarah J. Martin,  
 Louisa J. Shannon,  
 Mary Barker,  
 Abbie Benson,  
 Mary Weightman,  
 C. E. Tillman,  
 Margaret Carlisle,  
 G. H. Curtis, Music.  
 S. F. Kelsey, Janitor.

## SCHOOL No. 36.

*Ninth-street, near Avenue C—Eleventh Ward.*

## BOYS' DEPARTMENT.

A. D. DuBois,  
 William Herring,  
 James R. Finch,  
 Catharine Vannay,  
 Henrietta Walters,  
 Helen Garvie,  
 Anna L. Madden,  
 Susan Horton.

## GIRLS' DEPARTMENT.

Lucinda W. Wooster,  
 Charlotte R. Wooster,  
 Mary L. Hoyt,  
 Elizabeth A. Devereaux,  
 Sarah J. Crane,  
 Susan McVey,  
 Maria J. Dodge,  
 Eliza Jackman,  
 Jane Schureman,  
 Sarah M. Bowker.

## PRIMARY DEPARTMENT.

E. M. Nicholson,  
 Victoria A. Hulen,  
 Anna E. Warren,  
 Annie E. Turner,  
 Mary E. Epps,  
 Anna E. Brush,  
 Mary E. Squires,  
 C. A. Mitchell,  
 A. McPherson,  
 Jane Jones,  
 Isabella McVey,  
 Emma Jessup,  
 Abbe Webb,  
 Louisa Charmer.  
 G. W. Pettit, Music.  
 Jacob Murray, Janitor.

## SCHOOL No. 37.

*Eighty-seventh-street, bet. Third and Fourth Avenues (Yorkville)—Twelfth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
John W. Boyce,	Harriet A. Duncan,	Elizabeth Innes,
Wm. J. Kennard,	Margaret Hebbard,	Eleanor M. Geary,
W. Fleming,	Elizabeth Crocker,	Christina W. Cox,
Elizabeth T. Hunt,	Emma P. Sanford,	Margaret Williams,
Emily Hitchcock,	Elizabeth Lawson.	S. Crawford.
Maria E. Jones.		E. C. Riley, Music.
		Peter Blot, French.
		C. Conklin, Janitress.

## SCHOOL No. 38.

*Clark-street, near Broome—Eighth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
J. Elias Whitehead,	Cordelia Chadeayne,	Emily B. Hunt,
Charles W. Lord,	Mary A. Downs,	Martha G. Ring,
J. Hardcastle,	Frances C. Church,	Harriet E. Hindes,
W. H. Post,	Sarah A. Love,	Mary H. Palmer,
Miles Finch,	M. Matilda Mayer,	Mary F. Burgyes,
Henrietta Forbes,	M. E. Houseworth,	Letitia Cassidy,
Dessie L. Edmonds,	Helen Thompson,	Addie E. Roberts,
Caroline A. Esterly,	Sarah Inslee,	Annie Barry,
C. A. Kohler,	Mary E. Nelson.	Frances A. Stevens,
		M. E. Manwaring,
		Hattie Murch,
		Jane Sanford,
		Rebecca Kohler,
		Angelina Willett.
		Annie Eager, Music.
		A. Grolier, French.
		F. H. Nash, Music.
		W. S. McLaurin, Writ'g.
		Elias Updike, Janitor.

## SCHOOL No. 39.

*125th Street, between Second and Third Avenues—Twelfth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Jacob S. Warner,	Maria S. Kenyon,	Mary A. Freeman,
Charles McGregor,	A. E. Lockwood,	Priscilla Brass,
S. Almira Allen,	M. A. Washburn,	E. A. Freeman,
M. V. Lockwood,	Susan Williams.	F. A. Polley,
Frances Lynch.		Sophia H. Crawford,
		C. A. Vermilyea,
		Angeline Simpson,
		A. M. Meeker.
		Peter Blot, French.
		A. R. Tully, Music.
		Rachel Knox, Janitress.

## SCHOOL No. 40.

*Twentieth-street, between First and Second Avenues—Eighteenth Ward.*

BOYS' DEPARTMENT.	PRIMARY DEPARTMENT.
David B. Scott,	Charlotte C. Wray,
E. S. Worth,	E. A. Wilkinson,
Ezra Beach, Jr.,	Martha McFarland,
Joseph H. Wiley,	Mary E. Carroll,
A. D. Stratton,	Eliza Cronin,
J. D. Kirkner,	Deborah A. Bisco,
S. H. Myers,	Annie Hollister,
Jane M. Greacen,	Amy Smith,
F. H. P. Meginley,	Anna Sherman,
Anna E. Moss,	Eliza Graham.
Rebecca Slater,	Geo. H. Curtis, Music.
Louisa E. Green.	—— Cantel, French.
	W. H. Whitford, Janitor.

## SCHOOL No. 41.

*Greenwich Avenue, opposite Charles-street—Ninth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Thomas F. Harrison,	M. Louisa Scott,	Susanna Whitney,
J. H. Zabriskie,	Louise C. Burke,	Catharine Fagan,
George W. Harrison,	Lizzie Cavannah,	Mary Crowell,
Charles W. Smith,	Mary J. Topping,	Elizabeth Wasson,
Edith L. Ashby,	Mary A. Merritt,	Mary A. Connolly,
A. M. H. Burton,	Emma J. Hills,	Louise S. Cole,
Kate H. Cavanah,	Mary E. Harriott,	Emily Golder,
C. A. Lockwood,	Fannie Maltbie.	Jane Carpenter,
Esther Birdsall.		Jane E. Fagan,
		S. Morehead,
		Adeline Ellison.
		J. A. Johnson, Music.
		C. Severin, Drawing.
		R. H. Nevin, Janitor.
		M. Morehead, Janitress.

## SCHOOL No. 42.

*Allen-street, between Canal and Hester-streets—Tenth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
E. L. Avery,	Caroline Hopkins,	Mary E. Ewen,
J. Walsh,	Anna L. Post,	Elizabeth Tharpe,
H. McGregor,	Sarah E. Conrad,	Pauline L. Loss,
G. W. Van Sicklen,	Catharine L. Hannah,	Matilda Berry,
M. A. Megie,	Catharine V. Davis,	Ellen F. Culver,
Jemima Reed,	F. Hollingshead,	Pamila Hart,
Isabella Iles,	Mary E. Woolley,	Mary E. Miller,
Emeline Sproull.	Martha J. Austin,	Rebecca Hiltman,
	Emma Hill.	J. Stuyvesant,
		Hannah Mount,
		Mary F. Peppers,
		Almira Gassner,
		Anna E. McGuire,
		Susan E. S. Dunn.
		G. F. Bristow, Music.
		George Reed, Janitor.

## SCHOOL No. 43.

*129th Street, corner of Tenth Avenue (Manhattanville)—Twelfth Ward.*

## BOYS' DEPARTMENT.

T. W. Kennedy,  
E. R. Knapp,  
Laura Tone.

## GIRLS' DEPARTMENT.

B. H. McDonnell,  
S. A. Adams,  
Christiana Kennaird.  
E. C. Riley, Music.  
Peter Blot, French.  
Nancy A. Lally, Janitress.

## SCHOOL No. 44.

*Corner of North Moore and Varick-streets—Fifth Ward.*

## BOYS' DEPARTMENT.

W. Belden, Jr.,  
T. W. Conklin,  
C. D. B. Simonton,  
O. P. Howe,  
S. Morehouse,  
Louis A. Smith,  
Eliza H. Burr,  
Louise Burchman,  
Angelina Cornell,  
S. A. Cunningham,  
James M. Bernie.

## GIRLS' DEPARTMENT.

Jane A. A. Ebbetts,  
Helen G. Morgan,  
Elizabeth Thurton,  
Margaret C. Cornell,  
Fanny K. Lewis,  
Mary S. Walling,  
Frances E. Smith,  
Mary V. Seaman,  
Harriet N. Kopper,  
Emma Vreeland,  
Gertrude Simpson,  
Annie W. Francis.

## PRIMARY DEPARTMENT.

Catharine Connolly,  
Catharine Gordon,  
Hannah E. Tappen,  
Elizabeth Loveridge,  
Mary Tate,  
J. Van Alstyne,  
J. Robbins,  
Julia Norris,  
Anna M. Franklin,  
Eliza M. Reynolds,  
Cornelia Roach,  
Sarah F. Bates,  
Maria Beatty.  
G. F. Bristow, Music.  
J. T. Bergen, French.  
J. Wodzinski, Drawing.  
R. L. Waterbury, Lec.  
R. M. Strachan, Janitor.



## SCHOOL No. 45.

*Twenty-fourth-street, between Seventh and Eighth Avenues—Sixteenth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
T. Foulke,	Adelaide Hawley,	Emily Kennedy,
N. B. Bartram,	Annie E. Fowler,	Sarah E. Coley,
C. W. Morse,	Susan M. Parr,	Matilda Holton,
J. W. Pell,	Emma C. Heath,	Emily Grafton,
Sarah Stewart,	Sarah A. Corwin,	Jane Caldwell,
Julia Hostin,	Matilda L. Stopp,	A. V. Sutton,
Jane A. Pullis,	Anna A. Rogers,	Mary H. Ewart,
Ellen D. Traphagan,	M. A. Hutchinson,	E. J. Disbrow,
Sarah M. Crist,	Emma S. Berger,	Lizzie May,
L. A. Robinson.	Amelia Green.	Jane White,
		Margaret A. Coleman,
		C. A. Schureman,
		Jane Barton,
		H. P. Whitehead,
		Eliza Donahue,
		Ellen J. Clark,
		Mary Mullally.
		J. Hyatt, Lecturer.
		F. H. Nash, Music.
		G. Batchelor, French.
		W. S. MacLaurin, Wri'g.
		W. Schutt, Janitor.

## SCHOOL No. 46.

*156th Street, between Ninth and Tenth Avenues (Carmansville)—Twelfth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.
John C. Graff,	M. M. Landon,
M. C. Jennings,	Mary H. Hammond,
H. Pagendorm,	Eugenia Swartz.
Kate Moore.	E. C. Riley, Music.
	Peter Blot, French.
	Thomas Norsworthy, Janitor.

## SCHOOL No. 47.

*Twelfth street, near University Place—Fifteenth Ward.*

SENIOR DEPARTMENT.	JUNIOR DEPARTMENT.	PRIMARY DEPARTMENT.
Lydia F. Wadleigh,	Adeline C. Hall,	M. L. Geer,
Mary A. Ranney,	Harriet B. Swift,	S. E. Berrian,
L. M. Holman,	S. E. Woodward,	M. Carpenter,
Mary Swift,	Margaret Dornan,	A. Trumbull,
Julia A. Willard,	Josephine Sheldon,	Kate Requa,
O. W. Dempster,	Emma McMann,	Lucy G. Way,
E. L. Thompson,	Jane Adams.	F. Moran,
Lena Achert.		Lucy Porter,
		Mary Timpson.
		G. F. Bristow, Music.
		G. Weightman, Janitor.

## SCHOOL No. 48.

*Twenty-eighth-street, near Sixth Avenue—Twentieth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
J. H. Partridge,	Isabella Hill,	H. A. C. Huthwaite.
Hugh Carlisle,	Margaret S. Arnout,	Ellen A. Preswick,
Charles F. Olney,	P. Woodruff,	Eliza M. Dyke,
Thomas Crowther,	Marion K. Irwin,	Marion Blair,
Rosamond Rodgers,	Sarah J. Beatty,	Mary J. Oelzner,
Madeline S. McKibbin,	Julia A. Ludlum,	Mary E. Ingersoll,
Hannah E. Jacobus,	Jane A. Allison,	M. Isadore Finley,
Esther E. Thompson,	Cordelia G. Harwood,	Laura E. Agar,
Elvira E. Neville,	Margaret A. Smith,	Sarah A. Ward,
W. S. McLaurin,	Mary A. Woodgate,	Mary E. Blonk,
Marcus Colburn.	W. S. McLaurin,	Catharine M. Botts,
	M. Colburn.	Sarah E. Odell,
		Mary E. Allen,
		Jemima Walker,
		Rebecca Leach.
		G. P. Benjamin, Music.
		S. Schuster, Drawing.
		G. Batchelor, French.
		A. M. Tietjen, Janitor.
		J. M. Larkin, Ass't J'r.

## SCHOOL No. 49.

*Twenty-seventh-street, near Third Avenue—Twenty-first Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
William H. Wood,	Frances E. A. Gutch,	Julia S. Clark,
Samuel M. Perkins,	Laura E. Leal,	S. Victoria Walsh,
William A. Owen,	Susan E. Sloan,	Emily B. Elwell,
Daton W. Searle,	Mary B. Curry,	Caroline A. Moss,
Sarah A. Acheson,	Helen B. Hunter,	Mary A. Ladd,
Julia St. John,	Frances E. Feeks,	Jane Fulton,
Martha A. Smith,	Emma Fitch,	Kate A. Wilson,
Louise D'Orsay,	Annie M. Watson.	Sarah E. Ryno,
Elizabeth A. Martin,		Emma Husted,
Archibald Erskine.		Ella F. Goodwin,
		Sarah A. Adams,
		Isabella Castell,
		Louise D. Sartor,
		Mary J. Swift,
		Mary J. Delavan,
		Chloe M. Turrell,
		Rosa Famariss.
		S. Sturgeon, Janitor.

## SCHOOL No. 50.

*Twentieth-street, between Second and Third Avenues—Eighteenth Ward.*

GRAMMAR DEPARTMENT.	PRIMARY DEPARTMENT.
Margaretta S. Marston,	M. Eliza Purdy,
Letitia Matthews,	Mary Talbert,
Mary Matthews,	Kate Kennelien,
Ellen Hoyt,	Mary J. Moran,
Catharine J. Decker,	Maria L. Raiman,
Caroline B. Cornell,	Mary A. Crothers,
Adeline W. Farless,	Lizzie Pardee,
Martha Miller,	Lottie Halsted,
Margaret Magilton,	Alice Cother,
Annie Kelly,	Kate Hartt,
Sarah O. Haviland,	Mary B. McClure,
Helen E. Sudlow,	Theresa Hicks.
Annie Spencer,	Cecilia Deville, French.
Isabella Barr.	Annie Tooker, Drawing,
	George H. Curtis, Music.
	Samuel M. Bloomer, Janitor.
	Ellen Whalen, Janitress.

SCHOOL No. 51.

*Forty-fourth-street, between Tenth and Eleventh Avenues—Twenty-second Ward.*

School Building now in process of erection.

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SCHOOL No. 52.

*Corner of King's Bridge and 206th Street—Twelfth Ward.*

Gillespie Miller,  
Margaret J. Parr,  
Amelia Delancy.  
Edward C. Riley, Music.  
Isaac Vermilye, Janitor.

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PRIMARY SCHOOLS.

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No. 1.

*Ludlow-street, near Delancey—Tenth Ward.*

BOYS' DEPARTMENT.

Susan M. Drinker,  
Margaret McCaffrey,  
Bridget M. Harrison,  
Mary J. Taylor,  
Mary C. Meeks,  
Mary A. Puels,  
Mary A. Vandewater,  
Emmeline Hook.

GIRLS' DEPARTMENT.

Mary J. King,  
Isabella Van Cott,  
Margaret T. Johnston,  
Mary G. King,  
Mary V. Stevens,  
Adeline Brown.  
John Van Duzer, Janitor

## No. 2.

*103 Bayard-street—Sixth Ward.*

Sarah A. Foster,	Jane T. McInroy,	Mary E. Fierty,
Anna Mahooney,	Lucy E. McDaniels,	C. H. M. Mulrooney.
Mary Lawlor,	Ellen Maguire,	E. Hennessey, Janitress.

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## No. 3.

*100 Cannon-street, near Stanton—Eleventh Ward.*

Sarah H. Keyes,	Joanna Messenger,	Hannah A. Phillips.
Rose A. Murray,	Alice L. Donahoe,	M. Reminger, Janitress.
Margaret H. Cook,	Lucy M. Sote,	

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## No. 4.

*[401 Cherry-street, near Scammel—Seventh Ward.*

Catharine M. Griffing,	Louise J. Hobby,	Emma M. Cole.
Ann A. Moore,	Mary Ankers,	M. White, Janitress.

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## No. 5.

*[Fourth-street, between Avenues B and C—Eleventh Ward.*

Helen J. Nicholson,	Phebe C. Walters,	Eleanor Magee,
Elizabeth Elting,	Caroline Ferguson,	Sarah Brown,
Julia Flanagan,	Julia A. Cook,	Annie Birdsall,
Sarah Ryno,	Annie M. Curtis,	Susan E. Crummy.
Sophia E. Little,	Hester J. Husted,	Mrs. Sammis, Janitress.
Mary Burtnette,	Henrietta Fisk,	

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## No. 6.

*61 Thompson-street—Eighth Ward.*

Christiana L. Dugan,	Georgiana Dugan,	Maria Hopper,
Anna Mitchell,	Isabella Vietch,	Sarah J. Semaan.
Evelina A. Russell,	Jane G. Hill,	W. Ruddy, Janitress.

No. 7.

*174 Ames-street, near Washington—Ninth Ward.*

Elizabeth E. Mead,	Mary J. Anderson,	Phebe A. Birdsall,
Cornelia Sleight,	Hester Dorsett,	Mary F. Degraw.
Amelia E. Lang,	Jane B. McIndoe,	E. Kennedy, Janitress.

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No. 8.

*62 and 64 Mott-street—Sixth Ward.*

Anna C. McHugh,	Kate McClure,	Lucy M. A. Dawson,
Kate A. McHugh,	Harriet Jones,	Elizabeth Wagner.
Sophia D. Hunter,	Eva Hastings,	Ann Hart, Janitress.
Ophelia Whiteford,	Helen J. Mahan,	

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No. 9.

*86 Stanton-street, near Chrystie—Seventeenth Ward.*

Margaret H. Braiden,	Annie M. Wiggins,	T. C. Fisher, Janitor.
Kate Albertson,	Charlotte A. Willmott.	

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No. 10.

*Cannon-street, near Broome—Thirteenth Ward.*

Ernestina F. Moll,	Sarah A. Montague,	Lucretia A. Tooker,
Nellie S. Jones,	Lizzie A. Wilson,	Eliza A. Maher.
	Mary Kennin, Janitress.	

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No. 11.

*461 Greenwich-street—Fifth Ward.*

Frances A. Comstock,	Phebe A. Hope,	Elizabeth B. Wright,
Clementina Palmer,	Josephine L. Hope,	Alice Fair,
Jane A. Tuthill,	Matilda Vesey,	Mary Sherwood.
	R. M. Strachan, Janitor.	

No. 12.

*Twentieth-street, near Second Avenue—Sixteenth Ward.*

Olley Pack,	Mary Rolston,	C. Cecelia Carey,
Agnes E. Gilbert,	Gertrude S. Johnston,	Mary Johnson.
	Mary Reid, Janitress.	

No. 13.

*Downing-street, near Bleecker—Ninth Ward.*

M. Louise Roome,	Sarah R. Lake,	M. Louise Wight.
Helen J. Oakley,	Maria Combs,	C. Butterworth, Janit'ss
Sarah Carpenter,	Margaret Patterson,	

No. 14.

*98 West Seventeenth-street—Sixteenth Ward.*

<b>BOYS' DEPARTMENT.</b>	<b>GIRLS' DEPARTMENT.</b>
H. Amanda McCormick,	Lucretia E. McGuire,
Mary Hopper,	Mary A. Colston,
Eliza B. Ideson,	Sarah L. Moore,
Emily Meredith.	Amanda Springsteel.
	Mary Sallie, Janitress.

No. 15.

*2 Stone-street—First Ward.*

Caroline S. Whitlock,	Georgiana R. Finley,	Jane E. Warts,
Sarah E. Hoffmire,	Helen L. Snow,	J. A. M. Spilker.
	Mary Joyce, Janitress.	

## No. 16.

*Twenty-fifth-street, between Madison and Fourth Avenues—Eighteenth Ward.*

Julia Lispenard,	Eleanor E. Taylor,	Mary J. Johnson.
Lydia Moulton,	Josephine Halstead,	J. Haswell, Janitor.

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## No. 17.

*Corner of Eighth Avenue and Forty-third-street—Twenty-second Ward.*

Olive C. Smith,	Phebe Ackerman,	Delia Moore,
Adaline Wunnenberg,	Amelia Craft,	Catharine Durkin.
	Mrs. Blackhurst,	Janitress.

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## No. 18.

*189 Waverley Place, near Bank-street—Ninth Ward.*

## BOYS' DEPARTMENT.

Catharine A. Taft,  
 Amelia McGrath,  
 Isabella Williams.

## GIRLS' DEPARTMENT

Jane Walker.  
 Kate Ramsey,  
 Helen Erlacher.  
 Mary Sands, Janitress.

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## No. 19.

*233 West Eighteenth-street—Sixteenth Ward.*

C. F. Crowell,	Maria F. Pierce,	Ellen Webb.
Eliza G. Connor,	Mary C. Lewis,	M. E. Moore, Janitress

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## No. 20.

*Rear of 127 Clinton-street—Thirteenth Ward.*

## BOYS' DEPARTMENT.

Mary Holbrook,  
 Ellen C. Gregory,  
 Mary E. Northrip,  
 Juliett B. De Long.

## GIRLS' DEPARTMENT.

Margaret A. Scofield,  
 Mary J. Smith,  
 Mary A. Tremper,  
 Lizzetta J. Sherlock.  
 Mary Murry, Janitress.



## No. 21.

*Rivington-street, near Goerck—Thirteenth Ward.*

## BOYS' DEPARTMENT.

Sarah J. Hatfield,  
 Caroline G. Haff,  
 Helen C. Duffy,  
 Angelina Mosher.

## GIRLS' DEPARTMENT.

Sarah A. Fowler,  
 Fanny L. Requa,  
 Mary E. Rhodes,  
 Ann E. Morris.  
 Bridget Waldron, Janitress.

## No. 22.

*42 First-street, near Second Avenue—Seventeenth Ward.*

Emily E. Cornell,	Harriet A. Donaldson,	Mary H. Buckbee.
atilda Hoogland,	Clara C. Walters,	H. L. Paget, Janitor,
Margaret Gannon,	C. W. Brinkerhoff,	

## No. 23.

*Eleventh-street, between Third and Fourth Avenues—Seventeenth Ward.*

Margaret Chirney,	Jane Smith,	Mary Smith.
Eliza Goodenough,	Rachel Hickok,	W. Kingsley, Janitor.

## No. 24.

*Horatio-street, near Hudson—Ninth Ward.*

Mary Waterbury,	Anastasia H. Wexen,	Elizabeth Wandell.
Eliza J. Swinson,	Frances Megary,	M. McGaraty, Janitress.

## No. 25.

*445 Greenwich-street—Eighth Ward.*

## BOYS' DEPARTMENT.

Catharine Cassidy,  
 Mary E. Renville,  
 Mary F. Gurnee,  
 Susannah P. West,  
 Jeannette Jollie.

## GIRLS' DEPARTMENT.

Margaret J. Downs,  
 Ellen Smith,  
 Emma C. Smith,  
 Charlotte A. Jones,  
 Eliza Allen, Janitress.

## No. 26.

*Eighty-fourth-street, near Fourth Avenue—Nineteenth Ward.*

Frances A. Denton,	Mary Fick,	B. Barry, Janitress.
Julia Crowley,	Emma Weir.	

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## No. 27.

*Thirty-seventh-street, near Tenth Avenue—Twentieth Ward.*

Hannah G. Preston,	Amanda M. House,	Emma J. Goodenough,
Mary M. Holmes,	Mary V. McKuskor,	C. Fredericka Miller,
Sarah Young,	Fanny C. Vinton,	M. Jennie Updike.
Nancy Mott,	Kate L. Sims,	G. P. Benjamin, Music.
M. E. Green,	Eliza J. Beatty,	S. G. Haight, Janitor.

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## No. 28.

*In Demilt Dispensary, Twenty-third street and Second Avenue—Eighteenth Ward.*

Mary B. Cooley,	Almira L. Knapp,	Harriet A. Youngs,
Jennie McFarland,	Lavinia M. Purdy,	Irene Winchell,
Susan Cloherty,	Mary A. Haines,	Caroline A. Heuer.
	D. M. Davis, Janitor.	

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## No. 29.

*Nineteenth-street, between Avenue A and First Avenue—Eighteenth Ward.*

Jane M. Yates,	Sarah A. Bodine,	Sarah A. Cole,
Eliza A. Anderson,	Jane A. Garthwait,	Margaret C. Bergen,
Sarah E. Stainburn,	Harriet A. Brown,	Mary E. Elting.
Henrietta Katamier,	Isabella E. Disbrow,	J. Whittaker, Janitor.

No. 30.

*Ward's Island—Twelfth Ward.*

Susan A. Jackson,      Mary Gildersleeve,      Annie M. Canty.

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No. 31.

*Second-street, near Avenue C—Eleventh Ward.*

Ellen T. Holly,      Anna W. Birdsall,      Catharine Moriarty,  
Belinda Williamson,      Julia Pethick,      Sarah F. Gibberson.  
Julia Donagon, Janitress.

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No. 32.

*186th Street, near Eleventh Avenue—Twelfth Ward.*

Charlotte M. Shafford,      H. M. C. Lennon,      Fannie E. Burke.  
E. C. Riley, Music.      E. C. Roche, Janitor.

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COLORED SCHOOLS.

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No. 1.

*135 Mulberry-street—Fourteenth Ward.*

BOYS' DEPARTMENT.

John Peterson,  
Peter S. Ewell,  
Peter H. Loveridge,  
Wright Seaman.

GIRLS' DEPARTMENT.

Eliza Gwynne,  
Mary A. Griffin,  
Mary F. Allen,  
Rhoda S. Ledgers,  
Catharine A. Thompson.  
Jane Tredwell, Janitress.

## No. 2.

*51 and 53 Laurens-street, near Broome—Eighth Ward.*

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT
Ransom F. Wake,	Fanny Tompkins,	Sarah Ennall,
John R. Porter,	Caroline Hamilton.	Catharine Harley,
Emily Thomas.	Hellen M. Clow,	Elizabeth Spencer.
	Ritta E. Johnson.	S. Waldron, Music.
		C. Lappie, Janitress.

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## No. 3.

Discontinued.

## No. 4.

*117th Street, near Second Avenue—Twelfth Ward.*

Caroline W. Groves.

## No. 5.

*101 Hudson-street, corner of Franklin—Fifth Ward.*

Eliza D. Richards,	Elizabeth Jennings,	S. Waldron, Music
Sarah A. Hamilton,	Margaret R. Glegg.	G. Carter, Janitress.

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## No. 6.

*1167 Broadway, near Thirty-seventh-street—Twentieth Ward.*

Charles L. Reason,	Helen Appo,	Mary H. Anderson.
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COLORED PRIMARY SCHOOLS.

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No. 1.

*Fifteenth-street, near Seventh Avenue—Sixteenth Ward.*

Charlotte S. Smith, Mary E. Williams, Adaline Ogden.  
S. Waldron, Music. C. Barrager, Janitress.

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No. 2.

*Rear of Church, Second-street, near Avenue C—Eleventh Ward.*

Mary E. Robbins, Lucretia L. Treadwell. L. E. Treadwell, Jan'ss.

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No. 3.

*Rear of Church, Second-street, near Avenue C—Eleventh Ward.*

George H. Green, Albert J. Ewell. A. J. Ewell, Janitor.

## TEACHERS IN THE EVENING SCHOOLS.

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### FIRST WARD.

#### MALE DEPARTMENT.

L. W. Annan,  
E. Schwacofer,  
Hugh Duffey,

James B. Treanor,  
Dennis F. Sullivan,  
Daniel O. Quimby,

Charles J. Leahy,  
John Mahan,  
William Brayer.

#### FEMALE DEPARTMENT.

Catharine M. Griffin,  
Amy B. Butts,  
Sophia D. Hunter,

Ellen L. Byrnes,  
Elizabeth Carroll,  
Mary Kean,

Mary E. Dunnican.

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### FOURTH WARD.

#### MALE DEPARTMENT.

Michael H. Keily,  
Francis McHugh,  
Thomas Gibbons,  
Patrick C. Leamy,

Owen J. Weir,  
L. O. Regan,  
Margaret Donegan,  
Mary A. O'Brien,

Ellen M. Grogan,  
Fanny O'Reily,  
George Deitz.

#### FEMALE DEPARTMENT.

Catharine Lynch,  
Mary J. O'Leary,  
Elizabeth M. Faye,  
Margaret Canary,

Mary Mahoney,  
Johanna Murphy,  
Mary A. Sweeny,  
Eliza McLaughlin,

Theresa M. Gill,  
Eliza Hussey,  
Catharine Gallagher.

## FIFTH WARD.

Thomas W. Conklin,	Hiram W. Colver,	Nathan Solomon,
Ezra Beach,	Wm. S. Maynard,	Max F. Shultz.
Oscar P. Howe,	James T. Bates,	

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## SIXTH WARD.

## MALE DEPARTMENT.

Stinson McIver,	Mathew Murphy,	John McGloin,
B. Carrick,	Michael McGinn,	Peter Stahl,
Hugh P. O'Neil,	Edward Kelly,	T. Hermann.

## FEMALE DEPARTMENT.

Mary J. Gallagher,	Mary Lawlor,	Mary McHugh,
Rose M. O'Neil,	Catharine Mulrooney,	Catharine Scally,
Elizabeth Riley,	Sarah McIver,	Elizabeth Mitchell.

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## SEVENTH WARD.

## MALE DEPARTMENT.

William J. Goldey,	William M. Cole,	Frederick Steins,
Jacob T. Boyle,	Alexander Oliver,	Victor Steins.
John R. Ames,	Frank H. Inslee,	

## FEMALE DEPARTMENT.

E. Wood Garrett,	Ellen P. Daly,	Susan Judson,
Emeline Olson,	Josephine Irwin,	Emeline Hook.

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## EIGHTH WARD.

## MALE DEPARTMENT.

J. E. Whitehead,	John A. Carolin,	Eliza A. Hannon,
D. B. Frisbee,	Joseph Worrall,	Susan Birmingham,
Miles Finch,	Christina L. Dugan,	Mary E. Renville.

**FEMALE DEPARTMENT.**

Maria Reuck,	Dessie L. Edmonds,	Henrietta Ruden.
Margaret Felt,	Jane E. Baird,	
Henrietta Forbes,	Sarah Hopper,	

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**NINTH WARD.**

B. D. L. Southerland,	Edith L. Ashby,	Josephine Adee.
Henry McGregor,	Isabella Young,	
John Demarest,	Adeline Gates,	

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**TENTH WARD.****MALE DEPARTMENT.**

John Walsh,	Edward D. Gale,	Jacob T. Bergen,
Alexander Moorhouse,	G. W. Van Sicklen,	Alfred Walchener,
William H. Post,	Robert McClay,	Lucy M. O'Connell,
W. T. Berry,	Nelson Place, Jr.,	Jane E. Irvine.

**FEMALE DEPARTMENT.**

Margaret W. Tibbetts,	Harriet Irwin,	Mary Meeks,
Charlotte F. Glover,	Mary A. Moore,	Charlotte Charlock.
Jane Rutherford,	Matilda Berry,	

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**ELEVENTH WARD.****MALE DEPARTMENT.**

S. Durand,	James Eaton,	George Hall,
R. J. Furney,	Moulton Emery,	J. Southworth,
S. W. Merritt,	Sophia Little,	Peter Messener,
J. Kirkner,	Melcina Van Etten,	William Dunn,
William Quinn,	Louisa Chasmar,	L. W. Gates,
Henrietta Fisk,	Margaret McCaffrey,	Caroline Canfield,
H. J. Husted,	Annie Birdsall,	C. F. Winship,
Peter Scherer,	M. A. Smith,	J. A. Griffin,
Kate A. Stanton,	Henry Eabe,	Charles Booth.
M. Patterson,	Mary Newman,	



## FEMALE DEPARTMENT.

Helen J. Nicholson,	A. M. Curtis,	Louise Murray,
Eliza T. White,	C. Yergason,	Elizabeth Roth,
Julia C. Flanagan,	Sarah L. Hadley,	Mary T. Burtnette,
Annie E. Gillis,	Mary E. Elting,	Eleanor Magee,
	Mrs. Clapp.	

## TWELFTH WARD.

*Yorkville.*

## MALE DEPARTMENT.

J. W. Boyce,	William Fleming,	Patrick Kennedy,
William Carlisle,	A. M. Geary,	Elizabeth Lawson.
G. W. Seabold,	Emily Hitchcock,	

## FEMALE DEPARTMENT.

Elizabeth T. Hart,	Eleanor M. Geary,	Georgiana Geary.
M. E. Jones,	L. F. Green,	

*Manhattanville.*

## MALE DEPARTMENT.

John C. Graff,	M. C. Jennings,	Eliza Knapp,
Gillespie Miller,	M. M. Landon,	Mary J. Brennan.
E. A. Howland,	A. Appelius,	

## FEMALE DEPARTMENT.

Eliza Kuapp,	Mary J. Brennan,	Isabella Simpson.
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*Harlem.*

## MALE DEPARTMENT.

J. S. Warner,	J. C. Jones,	James Goodwin,
	Samuel Cahill.	

## FEMALE DEPARTMENT.

H. A. Craver,	F. C. Lynch,	Jane Goodwin,
	Elizabeth Lawson.	

THIRTEENTH WARD.

MALE DEPARTMENT.

H. C. Martin,	W. W. Soullard,	H. Bausher, Jr.,
William M. Jelliffe,	E. J. Benneville,	James W. Graff,
B. Y. Conklin,	John Clark,	Henry Toelke.

FEMALE DEPARTMENT.

Emily A. White,	L. V. Flack,	Amanda Roberts.
L. J. Sherlock,	C. J. Sayre,	

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FOURTEENTH WARD.

MALE DEPARTMENT.

Nicholas Mulligan,	J. F. Gilchrist,	Catharine Connolly,
W. G. Raynor,	Mary J. Hunter,	Arthur A. Doyle,
J. A. Slevin,	Mary O'Connor,	C. Schaffer,
James P. McIvor,	Eleanor D. Irvine,	A. Brumgarter.

FEMALE DEPARTMENT.

Annie Bamman,	S. McConnollogue,	E. Birmingham,
Fanny Willoughby,	E. F. Rice,	Catharine Connor.
Catharine Fitzgibbon,	Ellen Canary,	

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FIFTEENTH WARD.

MALE DEPARTMENT.

Thomas Hunter,	B. E. Martin,	H. C. Kimball,
Edward Gilbert,	George White, Jr.,	S. W. Kelsay.
W. H. Storrs,	E. C. Nevins,	

FEMALE DEPARTMENT.

Anna M. Rogers,	Lucy M. O'Connell,	Esther Tift,
Margaret Dornan,	Jane E. Irvine,	Cornelia Honeywell,
Catharine F. Mahon,	Anna Van Aiken,	S. Amelia Haynes.

## SIXTEENTH WARD.

## MALE DEPARTMENT.

N. B. Bartram,	G. M. Mitchell,	Agnes Gilbert,
W. J. Kennard,	Mary Scholari,	Isabel Oakley,
George W. Harrison,	Janet Young,	Julia De Coun,
	Mary McEntee.	

## FEMALE DEPARTMENT.

Abbie N. Beale,	Sarah Crist,	Jane Hill,
Emma L. Thompson,	Marion L. Young,	Louise Sullivan.
Elizabeth Beale,	Josephine Weeks,	

## SEVENTEENTH WARD.

## MALE DEPARTMENT.

R. H. Pettigrew,	Jane Connolly,	Mary J. McCay,
Michael J. McCaffrey,	William Minrath,	Charles Crux,
Walter S. Sands,	George W. Streeter,	Peter Lux.
Anna E. Smith,	Thomas Moore,	

## FEMALE DEPARTMENT.

Mary E. Hinton,	Frances B. Murray,	Mary F. Devereaux,
Sarah E. Buckbee,	Anne M. Hazzard,	Mary Egbert.

## EIGHTEENTH WARD.

## MALE DEPARTMENT.

William Herring,	H. C. Litchfield,	Richard Hunt,
G. H. Albro,	J. H. Wiley,	C. L. Balch,
G. W. Sewart,	Charles Nicholson,	Anna Madden,
James R. Finch,	Edward Tremain,	Mary E. Trainor,
	Edward Carter.	

## FEMALE DEPARTMENT.

Euretta M. Nicholson,	Victoria A. Hulen,	Anna E. Brush,
Frances H. Meginley,	Catharine Mitchell,	Sarah Callender,
	Margaret Miller.	

## NINETEENTH WARD.

## MALE DEPARTMENT.

L. B. Correy,	W. F. Hudson,	E. H. D. Kelly,
T. E. Cody,	George H. Moore,	Burton Drew,
W. Kane,	P. A. Cattania,	J. McCabe.
James Murphy,	W. Heinneville,	

## FEMALE DEPARTMENT.

A. A. Rutherford,	Jane McNespy,	W. Bonesteel.
Elizabeth A. Scanlan,	Mary E. McEntee,	

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## TWENTIETH WARD.

## MALE DEPARTMENT.

T. D. Martin,	F. W. James,	Mary J. Johnson,
W. M. Adams,	C. F. Olney,	Mary Rolston,
C. F. Hartman,	Rosanna Rogers,	Charity Dealing.

## FEMALE DEPARTMENT.

Mary A. Simms,	Rosina Whiteside,	Mary J. McFarlane,
Eliza Wood,	Mary A. Colwell,	Catharine Gordon.
Elizabeth Smith,	C. Cecelia Cary,	

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## TWENTY-FIRST WARD.

## MALE DEPARTMENT.

Samuel M. Perkins,	Robert Burden,	Benjamin Ahern,
Patrick W. Connolly,	James R. Pettigrew,	Mary Margraff,
William A. Owen,	George W. Maynard,	Mary Chrystie,
	Tabitha Corson,	

## FEMALE DEPARTMENT.

Rosina G. Hartman,	Bridget Foshour,	Mary Kelly,
V. Jennie Ranney,	M. Louisa Doak,	Caroline Elwell.
Catharine H. Meyers,	Mary Topping,	

## SIXTEENTH WARD.

## MALE DEPARTMENT.

N. B. Bartram,	G. M. Mitchell,	Agnes Gilbert,
W. J. Kennard,	Mary Scholari,	Isabel Oakley,
George W. Harrison,	Janet Young,	Julia De Coun,
	Mary McEntee.	

## FEMALE DEPARTMENT.

Abbie N. Beale,	Sarah Crist,	Jane Hill,
Emma L. Thompson,	Marion L. Young,	Louise Sullivan.
Elizabeth Beale,	Josephine Weeks,	

---

## SEVENTEENTH WARD.

## MALE DEPARTMENT.

R. H. Pettigrew,	Jane Connolly,	Mary J. McCay,
Michael J. McCaffrey,	William Minrath,	Charles Crux,
Walter S. Sands,	George W. Streeter,	Peter Lux.
Anna E. Smith,	Thomas Moore,	

## FEMALE DEPARTMENT.

Mary E. Hinton,	Frances B. Murray,	Mary F. Devereaux,
Sarah E. Buckbee,	Anne M. Hazzard,	Mary Egbert.

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## EIGHTEENTH WARD.

## MALE DEPARTMENT.

William Herring,	H. C. Litchfield,	Richard Hunt,
G. H. Albro,	J. H. Wiley,	C. L. Balch,
G. W. Sewart,	Charles Nicholson,	Anna Madden,
James R. Finch,	Edward Tremain,	Mary E. Trainor,
	Edward Carter.	

## FEMALE DEPARTMENT.

Euretta M. Nicholson,	Victoria A. Hulen,	Anna E. Brush,
Frances H. Meginley,	Catharine Mitchell,	Sarah Callender,
	Margaret Miller.	

## NINETEENTH WARD.

## MALE DEPARTMENT.

L. B. Correy,	W. F. Hudson,	E. H. D. Kelly,
T. E. Cody,	George H. Moore,	Burton Drew,
W. Kane,	P. A. Cattania,	J. McCabe.
James Murphy,	W. Heinneville,	

## FEMALE DEPARTMENT.

A. A. Rutherford,	Jane McNespy,	W. Bonesteel.
Elizabeth A. Scanlan,	Mary E. McEntee,	

## TWENTIETH WARD.

## MALE DEPARTMENT.

T. D. Martin,	F. W. James,	Mary J. Johnson,
W. M. Adams,	C. F. Olney,	Mary Rolston,
C. F. Hartman,	Rosanna Rogers,	Charity Dealing.

## FEMALE DEPARTMENT.

Mary A. Simms,	Rosina Whiteside,	Mary J. McFarlane,
Eliza Wood,	Mary A. Colwell,	Catharine Gordon.
Elizabeth Smith,	C. Cecelia Cary,	

## TWENTY-FIRST WARD.

## MALE DEPARTMENT.

Samuel M. Perkins,	Robert Burden,	Benjamin Ahern,
Patrick W. Connolly,	James R. Pettigrew,	Mary Margraff,
William A. Owen,	George W. Maynard,	Mary Chrystie,
	Tabitha Corson,	

## FEMALE DEPARTMENT.

Rosina G. Hartman,	Bridget Foshour,	Mary Kelly,
V. Jennie Ranney,	M. Louisa Doak,	Caroline Elwell.
Catharine H. Meyers,	Mary Topping,	

**TWENTY-SECOND WARD.**

**MALE DEPARTMENT.**

Hugh Williamson,	S. G. Adams,	James McCormick,
Lewis Kolb,	Tompkins C. Grey,	Michael Hayes,
	John C. Doherty.	

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**TWENTY-SECOND WARD.**

Hugh Carlisle,	P. G. Conlan,	Kate O'Keefe,
James Treacy,	Sarah C. Wilson,	Wm. O'Brien,
A. McMullen,	A. Erskine,	Mary F. McKenna,
John Jasper,	Julia M. Scarlett,	Sarah A. Whitehead,
	Margaret Walsh.	

**FEMALE DEPARTMENT.**

Mary Kelly,	Margaret Walsh,	Mary C. Fox,
H. J. Moakler,	Jane Jollie,	Margaret Megary,
F. J. Scarlett,	Margaret Hagan,	Sarah Whitehead,
Adeline Flanagan,	Mildred Johnson,	Sarah Gordon.

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**COLORED EVENING SCHOOL.**

**EIGHTH WARD.**

**MALE DEPARTMENT.**

Ransom F. Wake,	John R. Porter.
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**FEMALE DEPARTMENT.**

Fanny Tompkins,	Sarah Ennalls,	Maria M. DeGrasse.
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**Schedule No. 3.**

*Showing the length of time each School has been kept open, and the actual Average Attendance, and the Whole Number Taught in the several Schools, as appears from the Annual Returns for the year ending December 31, 1858.*

Ward Schools.	Number of Sessions.	Average Attendance.	Whole number Taught.	Location of Schools.
School No. 1.				
Boys' Department,	454	180.	489	} Fourth Ward, 245 William-st., near Duane.
Girls' do.	454	97.	294	
Primary do.	454	286.	917	
School No. 2.				
Boys' Department,	445	233.	495	} Seventh Ward, 116 Henry-st., near Pike.
Girls' do.	445	211.	519	
Primary do.	445	511.	1200	
School No. 3.				
Boys' Department,	454	336.	810	} Ninth Ward, corner of Hudson and Grove sts.
Girls' do.	454	339.	787	
Primary do.	454	528.	1417	
School No. 4.				
Boys' Department.	449	228.	533	} Thirteenth Ward, 203 Rivington-st., near Ridge.
Girls' do.	449	231.	497	
Primary do.	448	611.	2006	
School No. 5.				
Boys' Department.	449	167.	497	} Fourteenth Ward, 222 Mott-st.
Girls' do.	451	119.	450	
Primary do.	451	388.	1173	
School No. 6.				
Boys' and Girls' } Department,	438	313.	663	} Twelfth Ward, on Randall's Island.
Primary do.	438	453.	1080	
School No. 7.				
Boys' Department,	360	229.	432	} Tenth Ward, 60 Chrystie-st., near Hester.
Girls' do.	360	154.	377	
Primary do.	342	393.	1352	
School No. 8.				
Boys' Department,	452	161.	524	} Eighth Ward, 66 Grand-st., near Wooster.
Girls' do.	452	98.	312	
Primary do.	452	297.	892	
School No. 9.				
Boys' Department,	450	125.	273	} Twenty-Second Ward, corner 82d-st. and 11th Avenue.
Girls' do.	450	92.	221	
School No. 10.				
Boys' Department,	450	98.	223	} Fifteenth Ward, 180 Wooster-st., near Bleecker.
Primary do.	450	311.	1064	
School No. 11.				
Boys' Department,	450	418.	936	} Sixteenth Ward, 17th-st., near 8th Avenue.
Girls' do.	449	346.	826	
Primary do.	449	858.	2887	



Ward Schools.	Number of Sessions.	Average Attendance.	Whole number Taught.	Location of Schools.
School No. 12.				
Boys' Department,	447	210.	447	} Seventh Ward, 371 Madison-st., near Jackson.
Girls' do.	447	166.	364	
Primary do.	449	467.	1254	
School No. 13.				
Boys' Department,	452	242.	690	} Seventeenth Ward, 298 Houston-st., near Essex.
Girls' do.	456	224.	456	
Primary do.	452	714.	1545	
School No. 14.				
Boys' Department,	454	293.	734	} Twenty-First Ward, 27th-st., near 2d Avenue.
Girls' do.	454	223.	596	
Primary do.	454	585.	1823	
School No. 15.				
Boys' Department,	362	278.	625	} Eleventh Ward, 289 Fifth-st., between Aves. C and D.
Girls' do.	367	244.	470	
Primary do.	368	392.	1037	
School No. 16.				
Boys' Department.	454	129.	400	} Ninth Ward, 13th-st., near 7th Avenue.
Girls' do.	454	120.	350	
Primary do.	454	254.	599	
School No. 17.				
Boys' Department,	450	267.	564	} Twenty-Second Ward, 47th-st., bet. 8th and 9th Aves
Girls' do.	450	233.	534	
Primary do.	450	756.	2538	
School No. 18.				
Boys' Department,	454	186.	499	} Nineteenth Ward, 51st-st., and Lexington Avenue.
Girls' do.	454	124.	327	
Primary do.	450	375.	1292	
School No. 19.				
Boys' Department,	451	219.	683	} Seventeenth Ward, 9th-st., corner 1st Avenue.
Girls' do.	451	172.	428	
Primary do.	450	458.	1795	
School No. 20.				
Boys' Department,	451	380.	793	} Tenth Ward, Chrystie-st., near Delancey.
Girls' do.	447	237.	559	
Primary do.	448	663.	1814	
School No. 21.				
Boys' Department,	446	165.	425	} Fourteenth Ward, Marion-st., near Prince.
Girls' do.	445	100.	267	
Primary do.	448	324.	786	
School No. 22.				
Boys' Department,	454	185.	508	} Eleventh Ward, Stanton-st., corner Sheriff.
Girls' do.	454	192.	415	
Primary do.	454	400.	1312	
School No. 23.				
Boys' Department,	451	165.	512	} Sixth Ward, 26 and 28 City Hall Place.
Girls' do.	450	114.	305	
Primary do.	447	369.	1478	
School No. 24.				
Boys' Department,	450	148.	485	} Sixth Ward, Elm-st., near Leonard.
Girls' do.	450	132.	282	
Primary do.	450	311.	861	

Ward Schools.	Number of Sessions	Average Attendance.	Whole num- Taught.	Location of Schools.
School No. 25. Boys' and Girls' } Department	454	286.	858	} Fourth Ward, 13 Oak-street.
School No. 26. Boys' Department,	454	78.	360	} Fourth Ward, Friends' Meet- ing House, Rose-street, near Pearl.
Girls' do.	454	90.	211	
Primary do.	454	289.	809	
School No. 27. Boys' and Girls' } Department.	454	279.	1184	} Fourth Ward, 74 Oliver-street.
School No. 28. Boys' Department,	450	224.	596	} Twenty-second Ward, Fortieth street, near Eighth Ave- nue.
Girls' do.	450	196.	557	
Primary do.	450	600.	2184	
School No. 29. Boys' Department,	437	209.	379	} First Ward, 97 Greenwich-st
Girls' do.	442	138.	306	
Primary do.	443	662.	1529	
School No. 30. Boys' Department,	450	136.	321	} Fourteenth Ward, Baxter-st., near Grand.
Girls' do.	449	127.	286	
Primary do.	449	374.	883	
School No. 31. Boys' Department,	447	190.	474	} Seventh Ward, Monroe-street, near Montgomery.
Girls' do.	447	138.	353	
Primary do.	447	384.	1009	
School No. 32. Boys' Department,	448	288.	710	} Twentieth Ward, 35th street, near 9th Avenue.
Primary do.	450	580.	1825	
School No. 33. Girls' Department,	454	307.	701	} Twentieth Ward, 28th street, bet. 8th and 9th Avenues.
Primary do.	454	841.	1932	
School No. 34. Boys' Department,	448	219.	465	} Thirteenth Ward, Broome-st. between Sheriff and Wil- lett.
Girls' do.	448	187.	402	
Primary do.	448	412.	1029	
School No. 35. Boys' Department,	448	458.	1059	} Fifteenth Ward, 13th street, near 6th Avenue.
Primary do.	450	288.	779	
School No. 36. Boys' Department,	454	231.	1358	} Eleventh Ward, 9th street, near Avenue C.
Girls' do.	454	193.	564	
Primary do.	454	573.	2168	
School No. 37. Boys' Department,	152	165.	294	} Twelfth Ward, 87th street, near 4th Avenue.
Girls' do.	448	126.	279	
Primary do.	80	184.	400	
School No. 38. Boys' Department,	336	281.	578	} Eighth Ward, Clarke-st., near Broome.
Girls' do.	336	266.	525	
Primary do.	366	591.	1286	

Ward Schools.	Number of Sessions.	Average Attendance.	Whole number Taught.	Location of Schools.
School No. 39.				
Boys' Department,	447	132.	347	} Twelfth Ward, 125th-st, bet. 2d and 3d Avenues.
Girls' do.	447	105.	226	
Primary do.	447	257.	781	
School No. 40.				
Boys' Department,	438	507.	1113	} Eighteenth Ward, 20th-street, between 1st and 2d Avenues.
Primary do.	413	364.	1165	
School No. 41.				
Boys' Department.	454	332.	716	} Ninth Ward, Greenwich Avenue, op. Charles-street
Girls' do.	454	275.	615	
Primary do.	454	505.	1259	
School No. 42.				
Boys' Department,	447	309.	803	} Tenth Ward, Allen-street, between Walker and Hester.
Girls' do.	448	288.	614	
Primary do.	447	569.	1900	
School No. 43.				
Boys' Department,	446	85.	220	} Twelfth Ward, 129th-street, near 10th Avenue.
Girls' do.	446	80.	211	
School No. 44.				
Boys' Department,	423	367.	836	} Fifth Ward, cor. North Moore and Varick streets.
Girls' do.	422	337.	768	
Primary do.	422	581.	1289	
School No. 45.				
Boys' Department,	455	459.	865	} Sixteenth Ward, 24th-street, bet. 7th and 8th Avenues.
Girls' do.	430	397.	937	
Primary do.	422	766.	1766	
School No. 46.				
Boys' Department,	433	109.	256	} Twelfth Ward, 156th-st., bet. 9th and 10th Avenues.
Girls' do.	444	77.	195	
School No. 47.				
Girls' Senior,	454	194.	314	} Fifteenth Ward, 12th-st. bet. Broadway and Univ. Place.
" Junior,	452	332.	677	
Primary Department,	452	426.	1036	
School No. 48.				
Boys' Department,	454	276.	679	} Twentieth Ward, 28th-st. bet. 6th and 7th Avenues.
Girls' do.	453	262.	720	
Primary do.	453	742.	2008	
School No. 49.				
Boys' Department,	454	303.	795	} Twenty-first Ward, 37th-street, bet. 2d and 3d Avenues.
Girls' do.	454	230.	558	
Primary do.	454	883.	3227	
School No. 50.				
Girls' Department,	448	383.	973	} Eighteenth Ward, 20th-street, bet. 2d and 3d Avenues.
Primary do.	448	481.	1392	
School No. 51.*				
School No. 52.				
Boys' and Girls' } Department, }	306	88.	145	} Twelfth Ward, 206th-street, near Tubby Hook
Total .....		42,056.	113,057	

\*Now in process of erection.

PRIMARY SCHOOLS.—*See Note.*

Primary Schools.	Number of Sessions.	Average.	Number Taught.	Location of Schools.
Primary School No. 1,				
Boys' Department,	449	271.	660	} 10th Ward, Ludlow-street, near De-
Girls' do.	450	231.	580	
Primary School No. 2,	456	290.	1054	6th Ward, 101 Bayard st., near Baxter.
.. .. . 3,	452	253.	691	11th Ward, 100 Cannon-st., nr. Stanton.
.. .. . 4,	444	180.	580	7th Ward, 401 Cherry-st., nr. Scammel.
.. .. . 5,	414	648.	1319	11th Ward, 4th street, near Avenue C.
.. .. . 6,	452	260.	693	8th Ward, 61 Thompson-street.
.. .. . 7,	453	288.	781	9th Ward, 174 Amos-street.
.. .. . 8,	454	289.	1359	6th Ward, Mott-street, near Canal.
.. .. . 9,	454	124.	439	17th Ward, 36 Stanton-st., near Chrystie.
.. .. . 10,	449	208.	661	13th Ward, Cannon-st., near Broome.
.. .. . 11,	450	373.	1015	5th Ward, 461 Greenwich-street.
.. .. . 12,	411	154.	563	16th Ward, 20th st. near 7th Avenue.
.. .. . 13,	454	300.	662	9th Ward, Downing-st. near Blecker.
.. .. . 14,				
Boys' Department,	450	105.	343	} 16th Ward, 98 West Seventeenth-
Girls' do.	450	103.	222	
.. .. . 15,	420	167.	468	1st Ward, 3 Stone-street.
.. .. . 16,	396	130.	495	18th Wd., 25th st. bet. 4th & Madison av.
.. .. . 17,	450	245.	835	22d Ward, cor. 8th Av. and 43d-street.
.. .. . 18,	454	164.	380	9th Wd., Waverley Pl. near Bank-st.
.. .. . 19,				
Boys' Department,	448	89.	282	} 16th Ward, 223 West 18th-street.
Girls' do.	448	79.	262	
Primary School No. 20,				
Boys' Department,	449	140.	386	} 13th Ward, 147 Clinton-street.
Girls' do.	449	153.	408	
Primary School No 21,				
Boys' Department,	450	118.	387	} 13th Ward, Rivington-st., nr. Goerck.
Girls' do.	450	119.	344	
Primary School No. 22,	453	257.	793	17th Ward, 1st-st. bet. 1st and 2d Avs.
.. .. . 23,	452	216.	559	17th Ward, 11th-st. bet. 3d and 4th Avs.
.. .. . 24,	446	190.	623	9th Ward, Horatio-st., near Hudson.
.. .. . 25,				
Boys' Department,	451	121.	374	} 8th Ward, 545 Greenwich-street.
Girls' do.	451	124.	363	
Primary School No. 26,	446	127.	396	19th Ward 84th-st., near 4th Avenue.
.. .. . 27,	454	593.	1626	20th Ward, 37th-st., near 10th Avenue.
.. .. . 28,	449	327.	902	18th Ward, cor. 23d-st. nr. 2d Avenue.
.. .. . 29,	460	545.	1374	18th Ward, 19th-st. bet. 1st and Av. A.
.. .. . 30,	458	123.	460	12th Ward, Ward's Island.
.. .. . 31,				
Boys' Department,	} 446	196.	271	} 11th Ward, near Avenue C.
Girls' do.				
Primary School No 32,	114	109.	159	12th Ward, 186th-st. near 11th Avenue.
		8,408	23,760	

NOTE.—The foregoing Numbers and Locations are in accordance with the Resolution of the Board of Education, passed December 30th, 1857.

## DAILY NORMAL SCHOOL.

Daily Normal School, | 443 | 39. | 132 | } Hall of the Board of Education,  
cor. of Grand and Elm Streets.

## COLORED SCHOOLS.

Schools.	Sessions.	Average.	Whole Number.	Location of Schools.
Colored School No. 1.				
Boys' Department,	452	140.	300	} 14th Ward, 135 Mulberry-st., between Grand and Hester.
Girls' " "	450	88.	287	
Colored School No. 2.				
Boys' Department,	446	71.	152	} 8th Ward, 51 and 53 Laurens- st., near Broome.
Girls' " "	452	79.	195	
Primary " "	452	117.	372	
Colored School No. 3.	(discontinued)			
Colored School No. 4. }	(no return)			} 12th Ward, 117th-st., near Second Avenue.
Colored School No. 5.				
Boys', Girls' and }	454	99.	250	} 5th Ward, 101 Hudson-st.
Primary Dep'ts. }				
Colored School No. 6.	450	101.	339	} 20th Ward, 1167 Broadway.
Col. Primary School }	454	116.	259	
No. 1. }				} 16th Ward, 15th-street, near Seventh Avenue.
Col. Primary School }	453	63.	173	
No. 2. }				} 11th Ward, Second-st., near Avenue C.
Col. Primary School }	453	53.	160	
No. 3. }				
Total .....		927.	2,492	

## RECAPITULATION.

*Of the Average Attendance by Wards for the year 1858.*

First Ward.....	1,176	Fourteenth Ward.....	2,128
Fourth Ward.....	1,585	Fifteenth Ward.....	2,107
Fifth Ward.....	1,757	Sixteenth Ward.....	3,890
Sixth Ward.....	1,818	Seventeenth Ward.....	2,626
Seventh Ward.....	2,694	Eighteenth Ward.....	2,737
Eighth Ward.....	2,466	Nineteenth Ward.....	812
Ninth Ward.....	3,760	Twentieth Ward.....	3,990
Tenth Ward.....	3,664	Twenty-First Ward.....	2,517
Eleventh Ward.....	3,901	Twenty-Second Ward.....	2,738
Twelfth Ward.....	2,406	Daily Normal School.....	39
Thirteenth Ward.....	2,620	Total.....	51,431

## CORPORATE SCHOOLS.

Schools.	Sessions.	Average.	Whole Number.
New-York Orphan Asylum,			
Boys' Department.....	503	64.	70
Girls' do. ....	509	58.	69
Primary do. ....	505	48.	50
Roman Catholic Orphan Asylum.....			
Boys' Department .....	488	373.	540
Girls' do. ....	497	309.	376
Protestant Half Orphan Society.....	516	254.	401
Mechanics' Soicety School,			
Boys' Department .....	408	4.	9
Girls' do. ....	424	4.	10
House of Refuge,			
Boys' Department.....	512	535.	881
Girls' do. ....	513	78.	143
Leake and Watts Orphan House.....	490	169.	258
Colored Orphan Asylum.....	618	233.	260
American Female Guardian Society.....	520	55.	234
Home Industrial School.....	508	181.	752
New-York Juvenile Asylum.....	555	388.	728
House of Reception of do. ....	716	92.	708
Ladies' Home Missionary Society,			
Boys' and Girls' Departments.....	506	222.	368
Primary do. ....	506	152.	521
Five Points House of Industry.....	510	269.	1235
		348.8	7613

## AVERAGE ATTENDANCE IN DETAIL, FOR 1858.

Ward Schools—Boys' Grammar Departments .....	10,898
"    Girls'    "    .....	9,118
"    Primary    "    .....	22,060
Primary Schools .....	8,408
Colored Schools .....	928
Daily Normal School .....	39
Corporate Schools .....	3,488
Total .....	55,919

## RECAPITULATION

## OF THE ATTENDANCE FOR 1858.

SCHOOLS.	Average.	Whole Number.
Grammar Schools and Primary Departments ..	42,056	113,057
Primary Schools .....	8,408	23,760
Colored Schools ..	928	2,582
Daily Normal Schools .....	39	132
Total Ward Schools .....	51,431	139,441
New-York Orphan Asylum .....	170.	189
Roman Catholic Orphan Asylum .....	652.	916
Protestant Half Orphan Asylum .....	254.	401
Mechanics' Society School .....	8.	19
House of Refuge .....	613.	1,024
Leake & Watts Orphan House .....	169.	258
Colored Orphan Asylum .....	233.	260
American Female Guardian Society .....	55.	234
Home Industrial School ..	181.	752
New-York Juvenile Asylum .....	388.	728
House of Reception of " .....	92.	708
Ladies' Home Missionary Society .....	374.	889
Five Points House of Industry .....	269.	1,235
	54,919	147,051

## APPORTIONMENT FOR 1858.

Ward Schools.	Average Attendance.	Amount Apportioned.
Ward Schools.....	46276.023	\$44,3,052 08
Daily Normal School.....	66.111	634 18
New-York Orphan Asylum....	164.145	1,573 13
Roman Catholic Orphan Asylum.....	656.410	6,289 01
Protestant Half Orphan Asylum.....	210.420	2,019 25
Mechanics' Society School.....	8.	76 60
House of Refuge.....	572.177	5,479 95
Hamilton Free School.....	19.69	183 34
Leake & Watts' Orphan House.....	188.316	1,806 47
Colored Orphan Asylum.....	233.	2,230 71
American Female Guardian Society.....	46.	440 39
Home Industrial School.....	95.	909 52
New-York Juvenile Asylum.....	337	3,226 39
House of Reception of ".....	74.205	712 74
Ladies' Home Missionary Society.....	240.	2,297 72
Five Points House of Industry.....	233.	2,230 71
	49,421.36 460	\$473,162 19



**Schedule No. 4.**

*Revenue and Expenditures of the Free Academy, from the 31st day of December, 1857, to the 31st day of December, 1858, inclusive.*

**ON ACCOUNT OF SUPPORT.**

Balance on hand for the support of the Free Academy, on the 1st day of January, 1858.....	\$9,445 00
Appropriated by the Board of Education for support and maintenance for the year 1858.....	35,000 00
	<hr/>
	\$44,445 08
Paid for salaries.....	\$40,495 55
" instruments and apparatus.....	131 24
" chemicals.....	237 80
" printing.....	736 19
" Lighting the building.....	124 50
" cleaning.....	130 00
" fuel.....	375 36
" binding books.....	122 78
" engraving.....	45 63
" expenses of Commencement.....	534 09
" expenses of Exhibition.....	109 00
" supplies (exclusive of supplies from Depository).....	450 36
" furniture.....	387 00
" Incidental Expenses.....	341 39
	<hr/>
	\$44,220 89
	<hr/>
	\$224 19

**DEPOSITORY ACCOUNT.**

Appropriated by the Board of Education during the year, for the purchase of text books and stationery for the Free Academy.....	\$2,589 15
Amount of books, stationery, &c., furnished the Free Academy from the Depository, for 1858.....	<u>2,589 15</u>

**ON ACCOUNT OF REPAIRS AND FITTING UP.**

Balance on hand for repairs of Free Academy, on the 1st day of January, 1858.....	\$133 23
Appropriated by the Board of Education during the year 1858, for Repairs and Fitting up.....	1,697 57
	<hr/>
	\$1,830 80
Paid for repairs of Academy Building.....	<u>\$1,830 80</u>

## LIBRARY ACCOUNT.

* Balance on hand for the purchase of Library Books, on the first day of January, 1858.....	\$81 51
Received from the State Treasurer the distributive share of the Literature Fund, for 1858.....	1,096 89
	<hr/>
	\$1,178 40
Paid for Library Books.....	1,005 90
	<hr/>
Balance.....	<u>\$172 50</u>

## MONEY RECEIVED FROM THE LITERATURE FUND.

The money received from the Literature Fund for the year 1858, as stated above, under the head of receipts, together with all the balances of moneys heretofore received, and suffered to remain on hand, unexpended, are accounted for as follows :

Balance on hand, unexpended, received from the Regents of the University, at the date of last Report.....	\$81 51
Received from the Regents of the University, being appropriation for the year 1858.....	1,096 89
	<hr/>
	\$1,178 40
Expended for Library Books, 1858.....	1,005 90
	<hr/>
Balance of Literature Fund, unexpended .....	<u>\$172 50</u>

## RECAPITULATION.

*Receipts.*

Balance on account of support.....	\$9,445 08
“ “ Repairs, &c.....	133 23
“ “ Library.....	81 51
	<hr/>
	\$9,659 82
Appropriations for support.....	\$35,000 00
“ from Depository (Text Books, Stationery, &c.).	2,589 15
“ Repairs, &c.....	1,697 57
Literature Fund (from State Treasurer).....	1,096 89
	<hr/>
	40,383 61
	<hr/>
Total Receipts.....	<u>\$50,043 43</u>

\* A nominal balance of \$6 23 on the books of the Board of Education having been carried to general account, is not included in this statement.

*Expenditures.*

On account of support.....	\$44,220 89	
"    Depository (Text Books, &c.) .....	2,589 15	
"    Repairs.....	1,830 80	
"    Library.....	1,005 90	
		<hr/>
Total Expenditures.....	49,646 74	\$396 69

*Balances.*

On account of support.....	\$224 19	
"    Library.....	172 50	
		<hr/>
Total Balances.....	396 69	

## EXPENDITURES ON ACCOUNT OF NORMAL SCHOOLS.

(Exclusive of Supplies from the Depository.)

Salaries.....	\$9,382 03
Furniture and fitting up. ....	247 00
Printing and Advertising. ....	601 25
Expenses of Commencement, Female N. S.....	522 78
Repairs .....	151 11
Supplies and Incidental Expenses.....	386 05
	<hr/>
	\$11,290 22

## EXPENDITURES ON ACCOUNT OF EVENING SCHOOLS.

(Exclusive of Supplies from the Depository.)

Salaries .....	\$51,692 75
Gas-fitting... ..	5,731 78
Gas.....	5,036 49
Furniture .....	90 60
Printing .....	1,935 13
Supplies.....	89 8
Repairs.....	418 40
Miscellaneous Expenses .....	535 00
Engraving.....	1,161 46
	<hr/>
	\$66,791 41

# **Schedule No. 5.**

*Showing the Expenses incurred for Teachers' Salaries, Books and Stationery, Fuel, &c., in the Ward Schools of each Ward, and the value of Supplies from the Depository, and Repairs by the Shop, for the year ending December 31st, 1858.*

Schools.	Teachers' Salaries.	Janitors' Wages.	Repairs.	Repairs by Shop.	Furniture.	Fuel.	Supplies.	Supplies from Depository.	Cleaning.	Printing and Advertising.	Miscellaneous.	Total for 12 Months.
1st Ward..	\$11,897 78	\$739 96	\$2,128 55	.....	\$322 78	\$925 78	\$9 25	\$2,148 13	\$433 93	\$58 75	.....	\$18,364 91
4th " "	23,291 15	1,170 99	1,944 87	.....	12 00	965 07	231 27	2,505 48	585 49	118 57	\$100 00	30,924 89
5th " "	17,259 83	925 19	1,882 02	.....	722 89	976 05	99 73	2,990 22	379 43	396 25	35 00	25,676 61
6th " "	27,067 57	1,600 08	2,213 36	\$113 53	545 01	1,371 35	118 59	3,250 35	140 31	192 73	68 77	36,699 65
7th " "	30,830 10	1,537 50	3,069 29	77 46	812 08	1,765 62	138 82	4,343 83	476 51	74 28	78 82	43,292 01
8th " "	27,656 90	1,260 00	1,999 88	1,280 45	235 13	1,863 54	143 62	3,906 97	419 95	225 21	125 00	37,670 65
9th " "	32,532 67	1,770 91	1,453 89	1,453 89	639 69	1,791 62	145 00	4,161 82	500 80	114 30	21 07	43,143 93
10th " "	39,300 13	1,916 73	2,702 76	113 87	679 68	1,302 47	178 11	6,415 98	434 75	164 91	98 08	53,147 47
11th " "	44,544 46	2,383 68	4,069 54	115 05	891 06	2,093 46	288 89	7,233 59	947 79	160 63	81 00	62,839 05
12th " "	27,366 18	1,174 55	1,661 51	88 92	871 55	2,007 69	6 55	5,833 46	380 27	210 74	10 00	39,615 42
13th " "	28,716 37	1,230 63	1,946 70	35 55	231 21	1,080 36	73 00	5,662 03	297 50	156 98	56 75	36,401 84
14th " "	28,590 70	1,350 12	3,104 16	29 68	330 63	1,043 19	29 29	5,622 03	112 50	108 46	15 00	40,195 79
15th " "	23,145 29	1,400 10	627 98	688 35	261 80	1,104 71	10 26	4,017 22	94 75	180 95	29 25	31,551 75
16th " "	34,808 22	1,274 01	2,929 65	590 27	358 89	2,136 75	69 31	5,713 21	342 69	97 80	176 25	47,677 10
17th " "	19,699 59	1,065 26	2,187 30	69 98	372 88	1,892 58	17 88	3,589 00	323 31	11 00	34 00	28,965 76
18th " "	22,904 19	2,048 71	2,708 30	2,121 55	263 47	1,088 16	29 55	3,746 50	294 97	108 28	168 28	33,608 99
19th " "	8,292 73	489 97	565 88	.....	1,112 60	311 10	19 00	1,661 83	296 00	56 06	13 00	11,855 05
20th " "	34,553 38	1,900 05	3,431 75	1,466 71	1,112 60	2,292 70	199 15	5,846 83	490 54	233 42	18 00	61,483 63
21st " "	23,524 84	1,000 08	1,567 68	47 00	337 22	1,692 34	37 00	4,659 98	238 98	78 07	141 50	32,122 83
22d " "	28,418 26	932 56	1,567 31	.....	115 30	1,091 13	9 75	4,143 31	524 72	83 32	64 75	36,950 41
Total.....	\$583,840 44	27,114 88	40,491 86	6,859 72	9,018 56	27,312 67	1,864 02	83,856 76	7,469 01	2,963 40	1,318 52	742,097 74

• The Item "Miscellaneous" comprises payments for surveying sites for New School Buildings, drawing plans, &c, and other extraordinary expenses.

### Schedule No. 6.

*STATEMENT of the Names and Ages of the Pupils Instructed in the Free Academy, from the close of the Academic year, (July 20,) to the 31st day of December, 1858, inclusive; of the time each Student was so instructed, of the Studies pursued, and the Books or portions of Books so Studied.*

[The Report of the Free Academy for the Academic year ending July 20th, 1858, containing the Names of those Students "who have completed a full course of study," who "have received degrees, medals, and other testimonials;" "an account or estimate of the Library, Philosophic, and Chemical Apparatus," &c., belonging to the Academy, and other information required by Subdivision 7, of sec. 3, of the School Laws, and contained in the Manual of the Board of Education, will be found in the Appendix to this Report.]

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
1	Boarer, James .....	19	<p>Butler's Analogy of Natural and Revealed Religion, (entire.)</p> <p>Physics—Bird's Elements of Natural Philosophy, as a text-book, from page 169 to page 386. The course was conducted principally by lectures.</p> <p>Ancient Languages — Thucydides, Book I., chap. 1-32, inclusive, with frequent reviews.</p> <p>Civil Engineering—Mahan's Civil Engineering, 163 pages. Studied and reviewed, with lectures on the theory of the equilibrium of retaining walls, and exercises in drawing plans, elevations and sections of structures.</p> <p>Original Composition and Declamation once a month.</p> <p>French — Vannier's Pronunciation. Robertson's Grammar, 186 pages. Regular and irregular Verbs.</p> <p>Roemer's Polyglot Reader, Part 1st, with logical and grammatical analysis.</p> <p>Lectures on the History of the formation of the French Language and its relations to the English.</p> <p>Time—Four months.</p>
2	Dresser, Horace Erastus...	17	Same as No. 1.
3	Elliott, Richmond Bullock..	19	do.
4	Fitzpatrick, James Charles..	18	do.
5	Gilley, Franklin William ...	19	do.
6	Howland, Elijah Alvord ....	19	do.
7	Ireland, Oscar Brown .....	18	do.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
8	Knox, James .....	19	Same as No. 1.
9	Lozier, Abraham Witton ...	20	do.
10	Mackie, Simon Frazer .....	19	do.
11	Quinn, William Bernard ...	19	do.
12	Sanders, Reid .....	20	do.
13	Seaman, James Alfred .....	17	do.
14	Sherman, Gardiner .....	18	do.
15	Sutton, John Joseph .....	19	do.
16	Tanzer, Arnold .....	18	do.
17	Tisdall, Fitzgerald .....	19	do.
18	Wood, Edward Augustus ..	18	do.
19	Woodruff, Lockw'd De Forest	20	do.
20	Wolf, Solomon Israel .....	18	do.
21	Carolin, John Aloysius .....	18	Same as No. 1, in all except Languages. German — Glaubensklee's Grammar, elementary part, and exercises finished. Glaubensklee's Reader, to 2d section. Benedix Steikbrief, to page 95. Flaxman's Hand-Book, 2d part, to page 230. Time—Four months.
22	Merritt, Mortimer Charles..	19	Same as No. 21.
23	Southworth, Joseph .....	20	do.
24	Appleton, John Perrin .....	17	Same as No. 1, except in the Modern Languages. German — Glaubensklee's Grammar, elementary part (entire), with exercises. Glaubensklee's Reader, 1st section (entire), 2d part to page 65. Time—Four months.
25	Fackler, David Parks .....	18	Same as No. 24.
26	Man, William .....	19	do.
27	Gardner, Asa Bird .....	19	Same as No. 1, in all except the Modern Languages. Spanish — Ollendorff's Grammar (to lesson 33). Velasquez's Phrase Book (nearly through). Morales' Reader (nearly through). Butler's Phrase Book (nearly through). Time—Four months.
28	Hudson, Wilbur Fisk .....	19	Same as No. 27.
29	Sullivan, Dennis Francis ..	19	do.
30	Allison, Thomas .....	17	Mahan's Intellectual Philosophy(entire). English Language and Literature—Fowler's English Language, studied and reviewed from the beginning to Part IV., page 177, with some omissions. Natural Philosophy—Bartlett's Analytical Mechanics, 320 pages studied and reviewed. Ancient Languages—Owen's Homer's Iliad, Books I. and II., to line 225, with frequent reviews. Livy, Book I., with frequent reviews. Regular exercises in Composition and

No.	NAMES OF STUDENTS.	Age	STUDIES PURSUED, AND TIME.
			Oratory, including a public exhibition in Original Declamation, at the close of the term.
			Time—Four months.
31	Balch, Charles Leland . . . . .	18	Same as No. 30.
32	Black, George Alexander . . . . .	18	do.
33	Buckmaster, John William . . . . .	17	do.
34	Chappell, William . . . . .	16	do.
35	Cholar, Byron Edgar . . . . .	18	do.
36	Crosby, Franklin Butler . . . . .	17	do.
37	Delaney, John . . . . .	18	do.
38	De Peyster, Frederick James . . . . .	19	do.
39	De Peyster, Jacob Ashton . . . . .	18	do.
40	Dwight, Melatiah Everett . . . . .	17	do.
41	Easton, Rob't Thos. Brown . . . . .	18	do.
42	Einstein, Edwin . . . . .	18	do. (½ month.)
43	Ellsworth, William, Jr. . . . .	20	Absent on account of sickness.
44	Goodwin, Frederick Jordan . . . . .	18	Same as No. 30.
45	Grant, Richard Suydam . . . . .	18	do.
46	Hart, Henry Le Baron . . . . .	17	do.
47	Hiscox, Freeman . . . . .	17	do.
48	Hobart, Frederick . . . . .	17	do.
49	Hyatt, Stephen Burdett . . . . .	16	do.
50	James, Josiah . . . . .	16	do.
51	Keith, Chas Clarence Tracy . . . . .	16	do.
52	Ketchum, Edgar, Jr. . . . .	17	do.
53	Bradley, Edward Augustus . . . . .	17	do.
54	Crocheron, Reuben . . . . .	17	do.
55	Mackellar, Thomas . . . . .	17	do.
56	Markoe, Francis . . . . .	18	do.
57	McCutcheon, Edward . . . . .	16	do.
58	Meeks, Edwin Bartlett . . . . .	18	do.
59	Mitchell, Edward Lewis . . . . .	18	do. (1 month.)
60	Nesbit, Alexander . . . . .	18	Same as No. 30.
61	O'Brien, William . . . . .	16	do.
62	O'Neil, Henry Patrick . . . . .	16	do.
63	Sherwood, Scott Rathbun . . . . .	16	do.
64	Thurman, William . . . . .	18	do.
65	Torrey, Herbert Gray . . . . .	20	do.
66	Trainor, Eugene Francis . . . . .	17	do.
67	Tremain, Henry Edwin . . . . .	18	do.
68	Van Boskerck, Rich. Terhune . . . . .	17	do.
69	Weightman, George, Jr. . . . .	15	do.
70	Young, Albert . . . . .	18	do.
71	Young, Edward Francis . . . . .	18	do.
72	Adams, Samuel Gardner . . . . .	17	Same as No. 30, in all except the Languages.
			Spanish—Sales' Grammar (entire). Moratin's Comedies (entire). Don Quixote (half). Quintana's Vidas de Españoles Celebres (entire). Selections from Spanish Classics. Translations from English Classics into Spanish. Regular and Irregular Verbs, Original Composi-

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
			tion, Idiologial and Syntactical Analysis, Dictation and Conversation. Time—Four months.
73	Connor, Rowland.....	16	Same as No. 72.
74	Gray, Wm. Cullen Bryant..	19	do.
75	Loveridge, Henry .....	16	do.
76	Nexsen, Heyer Manburt....	17	do. (1½ months.)
77	Pinckney, James Henry ....	18	Same as No. 72.
78	Rawolle, Frederick.....	16	do.
79	Smith, William Chardavoyne	17	do.
80	White, Henry Kirke .....	17	do.
81	Wood, Jos. Lane Richardson	16	do.
82	Martin, Benjamin Ellis.....	20	Pursued a partial course.
83	Anderson, Edw'd Willoughby	17	Ancient Languages—Owen's Xenophon's Anabasis, Book I. Cicero's Orations against Cataline, 1st, 2d and 3d, and Oration for Poet Archias, with frequent reviews. Political Economy—One Lecture per week. English Literature—Graham's English Synonymes, studied and reviewed from the beginning to sec. 4, page 250. Drawings from Models and Casts (from manuscript), three lessons a week. Lectures on Ornamentation once a week. Mathematics—Davies' Def. Calculus to chap. vi., 116 pp., and reviewed. Modern History—Weber's Universal History, from p. 202 to 290, 314 to 342, 388 to 402, continual reference to standard works, original authorities and maps. Exercises in Composition and Oratory. Time—Four months.
84	Bancker, Marinus Willett...	15	Same as No. 83.
85	Bloomfield, John Croes.....	16	do. (3 months.)
86	Bulkley, Henry Wheeler ...	16	Same as No. 83.
87	Cooper, George Campbell....	18	do.
88	Cowdrey, Francis Hull ....	16	
89	Cox, Edwin Marion.....	15	Same as No. 83.
90	Crosby, William Bedlow, Jr.	16	do.
91	Davis, Charles Elisha .....	16	do.
92	Docharty, James Beekman..	17	do. (3 months.)
93	Eells, John .....	17	do. (½ month.)
94	Elliott, Gilbert Molleson....	17	Same as No. 83.
95	Forester, Charles.....	17	do.
96	Green, John Edward .....	16	do.
97	Hanson Jonathan.....	15	do.
98	Hopkins, S. Milford Blatchf'd	16	do.
99	Hopping, Edward Campfield	16	do.
100	Hyde, Edward Francis.....	16	do.
101	Kelly, Henry Clay.....	16	do. (½ month.)
102	Kelly, Edward.....	17	Same as No. 83.



No.	NAMES OF STUDENTS.	AGE	STUDIES PURSUED, AND TIME.
103	Kelly, Michael James .....	15	Same as No. 83.
104	Kennedy, Thomas Jefferson ..	17	do.
105	Kiernan, Lawrence .....	16	do.
106	Kimball, Horace Esterbrooks ..	18	Absent by permission.
107	King, James, Jr. ....	16	Same as No. 83.
108	Kirkland, Charles Pinkney ..	17	do.
109	Little, William .....	18	do.
110	Lowery, James Patchell ....	17	do.
111	Lyon, George William .....	16	do.
112	Maass, Abraham .....	16	do.
113	Macfarlane, Malcolm .....	17	do.
114	Man, Frederick Halsey .....	16	do.
115	Marsh, Edward Thomas .....	17	do.
116	McCormick, Francis Stuart ..	16	do. (½ month.)
117	McCullough, John .....	16	Same as No. 83.
118	McGeorge, William .....	17	do.
119	Mimne, Marshall Alexander ..	16	do.
120	Mitchell, David .....	17	do.
121	Morrison, James Edward ..	15	do.
122	Murphy, James .....	19	do.
123	Orr, Robert .....	16	do.
124	Owen, Daniel Mott .....	16	do.
125	Raymond, James Loder .....	16	do.
126	Roberts, George Washington ..	16	do.
127	Selva, Henry Clay .....	16	do.
128	Slade, Frederick Jarvis .....	16	do.
129	Sparrow, James Kinch .....	18	do.
130	Spencer, Galen Carter .....	19	do.
131	Starkey, Charles Edwin .....	15	do.
132	Stevenson, John James .....	16	
133	Sweet, Milton Benoni .....	17	Same as No. 83.
134	Terry, David Dean .....	16	do.
135	Thurston, Geo. Washington ..	16	do.
136	Turner, John Hamilton .....	16	do.
137	Van Cott, Theodore Sedgwick ..	16	do.
138	Vienot, Emile .....	17	do.
139	Ward, Francis Nathaniel .....	16	do.
140	Ward, Peter .....	16	do.
141	Watson, George Winslow .....	17	do.
142	Weldon, John, J. ....	16	do.
143	West, William Frederick .....	15	do.
144	White, Jefferson Howard .....	16	do.
145	Wilkey, Oscar .....	17	do.
146	Wiley, William Halsted .....	16	do.
147	Wilson, Thaddeus .....	17	do.
148	Wood, Joseph Simeon .....	16	do.
149	Young, Nathaniel .....	15	do.
150	Andariese, James .....	16	Same as No. 83. in all except Languages. French—Roemer's 2d Reader (entire), with abstracts in French. Translations from English (manuscript) into French. Noel and Chapsal's Grammar, from § 1 to § 285 Spanish—Ollendorf's Grammar (en- tire). Iriarte's Fables (entire). Velas- quez's Rules of Grammar (through). Compositions in Spanish. Translations

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
			from English into Spanish. Regular and Irregular Verbs, Logical and Grammatical Analysis, Dictation, Reading and Conversation.
			Time—Four months.
151	Armstrong, James Gilbert . .	16	Same as No. 150.
152	Ascough, Theodore Galpin . .	18	do.
153	Barnum, Joseph Benson . . .	17	Absent by permission.
154	Barton, Charles George . . .	15	Same as No. 150.
155	Bird, William . . . . .	16	do.
156	Blackwell, Wilson Hunt . . .	18	do. (3½ months.)
157	Briggs, Benjamin Mills . . .	16	Same as No. 150.
158	Childs, Evander, Jr. . . . .	15	do.
159	Christie, Alexander . . . . .	15	do.
160	Coulter, John Francis . . . .	15	do.
161	Daly, Eugene Francis . . . . .	15	do.
162	De Nyse, Edwin Forrest . . .	18	Absent.
163	Evans, William Thomas . . .	15	Same as No. 150, (½ month.)
164	Farrell, Henry Melvin . . . .	17	Same as No. 150.
165	Hadden, Euphrates . . . . .	18	do. (½ month.)
166	Hascy, Alonzo Comstock . . .	17	
167	Hayward, Clarence Baker . . .	16	Same as No. 150.
168	Hood, William Henry . . . . .	17	do. (½ month.)
169	Kellogg, Peter Comstock . . .	17	Same as No. 150.
170	Kennedy, Theodore Ward . . .	16	do.
171	Kent, Charles Redmond . . . .	17	do. (½ month.)
172	Kimball, William Cargill . . .	17	Same as No. 150.
173	Kingsland, Phineas Cumming .	16	do.
174	Kirkham, Geo. Gordon Byron .	18	do.
175	McCormick, Charles James . .	17	do. (1½ months)
176	Miles, William Alfred . . . .	17	
177	Mitchell, Roland Greene . . .	17	Same as No. 150.
178	Pierce, Charles Leland . . . .	18	do.
179	Pullman, James Henry . . . .	16	do.
180	Sanger, William Henry . . . .	17	do.
181	Smith, Alexander . . . . .	17	do. (½ month.)
182	Speir, Archibald . . . . .	16	Same as No. 150.
183	Starkey, David James . . . . .	19	do.
184	Taylor, Alfred Henry . . . . .	16	do.
185	Van Buskirk, Cornelius . . .	16	do.
186	White, Cyrus Baker . . . . .	17	do.
187	Abbe, Walter . . . . .	17	Moral Philosophy—Alexander's Moral Science (entire). Ancient History—Weber's Outlines of Universal History from page 1 to page 114, with continual reference to standard works and original authorities, and ancient and modern maps. Rhetoric—Day's Rhetoric from page 1 to page 132. Mathematics—Docharty's Plane and Spherical Trigonometry. Mensuration, Surveying and Navigation, with reviews. Descriptive Geography (from manuscripts). XV books, with application to Industrial Drawing, five lessons a week. The English Language, in its Elements

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
			ing French, as far as page 278. Roemer's Polyglot Reader, Part I, with Logical and Grammatical Analysis. Roemer's 2d Reader, to page 270. Dictation, with application of Grammar. German—Glaubensklee's Grammar, elementary part, to demonstrative pro- nouns, with exercises. Glaubensklee's Reader, 1st section, to page 20. Time—Four months.
288	Adams, Samuel Grant.....	15	Same as No. 287.
289	Allason, William De Lamater	15	do.
290	Amory, John Cookson.....	15	do.
291	Caldwell, Jacob Stevens ...	15	do. ( $\frac{1}{2}$ month.)
292	Conklin, Henry Ritch.....	15	Same as No. 287.
293	Dee, Edward John.....	15	do.
294	Eddy, Edward, Jr.....	16	do.
295	Fenner, Frederick William..	17	do.
296	Gaddis, William.....	16	do.
297	Hall, William Corning.....	15	do.
298	Honner, John.....	16	do.
299	Ireland, John.....	15	do. ( $\frac{1}{2}$ month.)
300	Koch, Joseph.....	15	Same as No. 287.
301	Ladd, George Wilson.....	16	Same as No. 287, except German. In German—Glaubensklee's Grammar, elementary part reviewed. Oltrögge, from page 81 to 99, and from page 156 to 174, with several poetical pieces. Flax- man's Hand-book, 2d part, to page 187.
302	Lydecker, Garret J.....	14	Same as No. 287.
303	McClusky, Joseph William ..	16	Do. in German, Mathematics, and Drawing. Pursues a partial course.
304	Mabbatt, Samuel Russell, Jr.	15	Same as No. 287.
305	Maxwell, Fred'k Van Tassel,	16	do.
306	Maxwell, George.....	15	do.
307	Newcomb, John Hopper....	17	do.
308	Pike, Boaz Emanuel.....	16	do.
309	Platt, John.....	15	do. ( $\frac{1}{2}$ month.)
310	Ring, George William.....	16	do. (1 month.)
311	Slocum, William Edwin....	15	Same as No. 287.
312	Stewart, Sidney Harrison, Jr.	16	do.
313	Taylor, Charles Alexander..	15	do.
314	Vuargnoz, Augustus Joseph,	15	Same as No. 301.
315	Wood, James Roberts.....	15	Same as No. 287.
316	Woodward, John.....	16	do.
317	Blackwell, Charles George..	16	Same as No. 287, except in modern Languages, (Spanish instead of German.) Spanish—Ollendorff's Grammar, to lesson 23. Velasquez's Phrase Book (en- tire). Morales' Reader (nearly through). Regular and Irregular Verbs, Grammati- cal Analysis, Dictation, Reading, and Conversation. Time—Four months.
318	Bolles, Richard Johnson....	15	Same as No. 317.
319	Briggs, Samuel Stebbins June	17	do. ( $\frac{1}{2}$ month.)
320	Burnham, Charles.....	16	do.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
233	McQuaide, William Ousley..	16	Same as No. 187, ( $\frac{1}{2}$ month)
234	Meakim, Willet Ward.....	15	Same as No. 187.
235	Meikleham, Th's M. Randolph	17	do.
236	Michaelis, Otto Emile.....	15	do.
237	Million, Michael Joseph ....	16	do.
238	Moynihan, Edward Francis..	16	do.
239	Meedham, George Gordon ..	16	do.
240	Newschafer, William Henry..	16	do.
241	Osgood, Samuel Walter ....	15	do.
242	Perham, Theodore Augustus	15	do.
243	Phelps, Charles Osborn.....	17	do.
244	Phelps, Edward Martin.....	15	do.
245	Roberts, Charles, Jr.....	15	do.
246	Roberts, Nathan Benjamin..	17	do.
247	Roberts, William Henry ....	15	do.
248	Rockwood, Charles Green, Jr.	15	do. ( $\frac{1}{2}$ month.)
249	Roof, Stephen White.....	15	Same as No. 187.
250	Rowe, Edward Augustus....	15	do.
251	Ryan, Philip Aloysius.....	16	do.
252	Sanders, Lewis.....	15	do.
253	Sanger, Adolph Lewis.....	15	do.
254	Shepard, William Brewster..	15	do.
255	Sherman, Porter Gillett....	15	do.
256	Shipman, Charles Henry....	14	do.
257	Slauson, William James ....	15	do.
258	Smith, Albert Dodge.....	16	do.
259	Smith, Henry Parsons.....	17.	do.
260	Snow, Geo. Washington, Jr..	16	do.
261	Steele, Henry.....	15	do.
262	Stevenson, Richard.....	16	do.
263	Stoutenburgh, William ....	16	do.
264	Strong, Richard Polk. ....	16	do.
265	Stuchfield, Selas Badeau....	17	do.
266	Sturgis, Appleton.....	16	Absent on account of sickness.
267	Sutherland, John.....	15	Same as No. 187.
268	Tattam, George James.....	15	do.
269	Thurman, Wash. Kingsland..	17	do.
270	Tilton, Edgar . ....	15	do.
271	Trippe, James Mathews....	19	do.
272	Turner, John, Jr.....	15	do.
273	Underwood, Nathan Caryl..	15	do.
274	Van de Wiele, Louis Ferdin'd	16	Absent on account of sickness.
275	Van Wagenen, Brittain.....	16	Same as No. 187.
276	Vaughan, Edward William..	16	do.
277	Waller, Frank.....	16	do.
278	Ward, Caleb Theophilus....	15	do.
279	Waters, William Ellis ....	16	do.
280	Watson, James Rob't Thomas	15	do.
281	Webb, John Converse.....	16	do.
282	Webster, Edward Bayard...	16	do.
283	Werner, Morris.....	15	do.
284	Wight, Ebenezer.....	16	do.
285	Wilson, Peter, Jr.....	15	do.
286	Zellner, Sina.....	15	do.
287	Adams, Augustus Reiner ...	16	Same as No. 187, in all except Ancient Languages. French—Robertson's System of Teach-

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
			ing French, as far as page 278. Roemer's Polyglot Reader, Part I, with Logical and Grammatical Analysis. Roemer's 2d Reader, to page 270. Dictation, with application of Grammar. German—Glaubensklee's Grammar, elementary part, to demonstrative pro- nouns, with exercises. Glaubensklee's Reader, 1st section, to page 20. Time—Four months.
288	Adams, Samuel Grant.....	15	Same as No. 287.
289	Allason, William De Lamater	15	do.
290	Amory, John Cookson.....	15	do.
291	Caldwell, Jacob Stevens ...	15	do. ( $\frac{1}{2}$ month.)
292	Conklin, Henry Ritch.....	15	Same as No. 287.
293	Dee, Edward John.....	15	do.
294	Eddy, Edward, Jr. ....	16	do.
295	Fenner, Frederick William..	17	do.
296	Gaddis, William .....	16	do.
297	Hall, William Corning .....	15	do.
298	Honner, John.....	16	do.
299	Ireland, John.....	15	do. ( $\frac{1}{2}$ month.)
300	Koch, Joseph .....	15	Same as No. 287.
301	Ladd, George Wilson .....	16	Same as No. 287, except German. In German—Glaubensklee's Grammar, elementary part reviewed. Oltrogge, from page 81 to 99, and from page 156 to 174, with several poetical pieces. Flax- man's Hand-book, 2d part, to page 187.
302	Lydecker, Garret J.....	14	Same as No. 287.
303	McClusky, Joseph William ..	16	Do. in German, Mathematics, and Drawing. Pursues a partial course.
304	Mabbatt, Samuel Russell, Jr.	15	Same as No. 287.
305	Maxwell, Fred'k Van Tassel,	16	do.
306	Maxwell, George .....	15	do.
307	Newcomb, John Hopper....	17	do.
308	Pike, Boaz Emanuel .....	16	do.
309	Platt, John .....	15	do. ( $\frac{1}{2}$ month.)
310	Ring, George William.....	16	do. (1 month.)
311	Slocum, William Edwin....	15	Same as No. 287.
312	Stewart, Sidney Harrison, Jr.	16	do.
313	Taylor, Charles Alexander..	15	do.
314	Vuargnoz, Augustus Joseph,	15	Same as No. 301.
315	Wood, James Roberts .....	15	Same as No. 287.
316	Woodward, John .....	16	do.
317	Blackwell, Charles George..	16	Same as No. 287, except in modern Languages, (Spanish instead of German.) Spanish—Ollendorff's Grammar, to lesson 23. Velasquez's Phrase Book (en- tire). Morales' Reader (nearly through). Regular and Irregular Verbs, Grammati- cal Analysis, Dictation, Reading, and Conversation. Time—Four months.
318	Bolles, Richard Johnson....	15	Same as No. 317.
319	Briggs, Samuel Stebbins June	17	do. ( $\frac{1}{2}$ month.)
320	Burnham, Charles .....	16	do.

No.	Names of Students.	Age.	Studies Pursued, and Time.
321	Campbell, James Alexander.	15	Same as No. 317.
322	Chapin, Frederick Hampden	16	do.
323	Dunlap, William Henry ....	16	do.
324	Everett, William Henry ....	17	do.
325	Farnham, Elijah Thompson.	17	do.
326	Graham, Thomas Boyd.....	18	do. ( $\frac{1}{2}$ month.)
327	Irvine, John Wesley.....	17	Same as No. 317.
328	Kipp, Pearson Halsted. ....	16	do. ( $\frac{1}{2}$ month.)
329	Murray, John .....	15	Same as No. 317.
330	Page, James Seaver .....	16	do.
331	Purcell, James .....	15	do. ( $\frac{1}{2}$ month.)
332	Towner, William Allen.....	15	do.
333	Wehle, Frederick.....	16	do.
334	Ahrens, Philip .....	14	<p>Latin—Andrews' and Stoddard's Latin Grammar. Andrews' Latin Reader, (Fables and Mythology.)</p> <p>Barton's Outlines of English Grammar, studied and reviewed.</p> <p>Natural History—Lectures were delivered to the class once a week, on the subject of Astronomy and Geology. The students required to take notes of Lectures, and prepare for recitation during the week. The notes were then re-written and inspected at the final examination, and the proper credits given to each student.</p> <p>Mathematics — Docharty's Algebra, from page 125 (Inequalities), to Chapter VIII, page 243, studied and reviewed.</p> <p>Moral Science—Wayland's Moral Science (abridged), one Lecture a week.</p> <p>One Lecture a week on Chemistry, using Renwick's Principles of Chemistry as a text-book.</p> <p>Time—Four months.</p>
335	Andrews, Major Morgan....	16	Same as No. 334.
336	Appleby, Charles.....	14	do.
337	Arnoux, George Theodore ..	14	do.
338	Asiel, Leopold Nathan.....	15	do.
339	Atwell, Henry .....	14	do.
340	Bacon, Alphonso Elliott....	16	do. ( $\frac{1}{2}$ month.)
341	Baldwin, Truman Hamilton.	14	Same as No. 334.
342	Balen, Abraham D.....	15	do.
343	Bangs, Samuel Bolton.....	15	do.
344	Banta, John Thomas .....	15	do. ( $\frac{1}{2}$ month.)
345	Banta, William, Jr.....	15	do. ( $\frac{1}{2}$ month.)
346	Barnum, Edward Braydon ..	14	Same as No. 334.
347	Bell, James David .....	14	do.
348	Berrian, Apollos Frederick..	14	do.
349	Bildersee, Barnett .....	14	do.
350	Bischoff, Henry Rosalvo O..	14	do.
351	Blackwell, John Thomas....	14	do.
352	Blakeman, William Nelson..	15	do.
353	Blauvelt, Cornelius Ryckman	15	do.
354	Blauvelt, John Hogenkamp	14	do.
355	Bloomingdale, Samuel Edw'd	14	do.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
356	Blumensteil, Alexander . . . .	15	Same as No. 334.
357	Bogart, Nicholas J. M. . . . .	16	do.
358	Boggs, David Henry . . . . .	16	do.
359	Boyd, John . . . . .	15	do.
360	Breath, Charles . . . . .	15	do.
361	Britt, Benjamin . . . . .	15	do.
362	Broach, George Washington . . .	14	do.
363	Broach, James Augustus . . . .	15	do.
364	Brueninghausen, Edward W. . .	15	do.
365	Buckingham, Geo. Andr'w, Jr. . .	15	do.
366	Bulger, Patrick . . . . .	14	do.
367	Bull, William Lanman . . . . .	14	do.
368	Bullus, Albert . . . . .	15	do. (3½ months.)
369	Burd, Thomas Wilbur . . . . .	16	do. (½ month.)
370	Burlew, Henry . . . . .	15	Same as No. 334.
371	Butler, Samuel Cook . . . . .	15	do. (½ month.)
372	Byrnes, Thomas Bernard . . . .	14	Same as No. 334.
373	Byrnes, Thomas William . . . .	14	do.
374	Campbell, John Boyd . . . . .	15	do.
375	Carey, George Brownell . . . .	14	do. (½ month.)
376	Carpenter, Henry Clay . . . . .	15	Same as No. 334.
377	Clarke, George Crawford . . . .	14	do.
378	Clarkson, Gerardus . . . . .	14	do. (1 month.)
379	Close, Edward Harvey . . . . .	15	Same as No. 334.
380	Conroy, William Joseph, Jr. . .	14	do. (1 month.)
381	Cragin, William Briggs . . . . .	14	Same as No. 334.
382	Crosby, Henry Ashton . . . . .	14	do.
383	Crown, Henry . . . . .	15	do. (1½ months.)
384	Dakin, Albert Harlow . . . . .	16	Same as No. 334.
385	Daley, Michael . . . . .	15	do. (1 month.)
386	Davis, Isaac Snow . . . . .	14	Same as No. 334.
387	Deacon, John . . . . .	16	do.
388	Demarest, Samuel S., Jr. . . .	19	do.
389	Deming, Henry Chester . . . . .	16	do. (½ month.)
390	Disbrow, David Ellis . . . . .	14	Same as No. 334.
391	Disosway, William Watkins . .	15	do.
392	Dohrman, Augustus Fred'k. . . .	14	do.
393	Donohue, Michael . . . . .	14	do. (½ month.)
394	Dornin, Oscar George . . . . .	15	do.
395	Dubois, Francis, Jr. . . . .	16	Same as No. 334.
396	Duncan, James Monroe . . . . .	16	do.
397	Dunning, William, Jr. . . . .	15	do.
398	Dwight, John Elihu . . . . .	14	do.
399	Ellsworth, Giraud . . . . .	16	do.
400	Ennis, George Henry . . . . .	14	do.
401	Ennis, James . . . . .	14	do.
402	Evans, Lemuel George, Jr. . . .	16	do.
403	Fackler, Wiley Boling . . . . .	16	do.
404	Farren, George William . . . . .	15	do. (½ month.)
405	Fay, Charles Pumpelly . . . . .	14	Same as No. 334.
406	Fellows, Charles Edward . . . .	15	do.
407	Fellows, Edward Barry, Jr. . . .	16	do. (½ month.)
408	Francis, Edward William . . . .	16	Same as No. 334.
409	Freeman, Alonzo . . . . .	15	do. (½ month.)
410	Gage, William Walter . . . . .	15	do. (1½ months.)
411	Gambling, John Voorhies . . . .	14	Same as No. 334.
412	Gardiner, Francis Burr . . . . .	17	do.

No.	NAMES OF STUDENTS.	AGE	STUDIES PURSUED, AND TIME.
413	Gardner, George Norman ...	15	Same as No. 334.
414	Garrish, John Poole, Jr ...	15	do.
415	Gaylor, Charles Henry ...	16	do. ( $\frac{1}{2}$ month.)
416	Glover, William Horace ....	16	Same as No. 334.
417	Gosling, Israel Lafayette....	17	do.
418	Granberry, Theodore.....	14	do.
419	Granville, Edwin Gurney, Jr..	15	do.
420	Gray, Henry Peters, Jr.....	14	do.
421	Gumbleton, Henry .....	14	do.
422	Haggarty, Francis Joseph ...	17	do.
423	Hamblet, Roger Buttrick ...	14	do. ( $\frac{1}{2}$ month.)
424	Harrison, Thomas Bullitt ...	16	Same as No. 334.
425	Hart, James Mair .....	15	do.
426	Haskin, Benjamin Franklin..	15	do. ( $2\frac{1}{2}$ months.)
427	Haswell, Charles Haynes, Jr	14	Same as No. 334.
428	Henderson, Edward Hamilton	15	do.
429	Hewitt, Alfred .....	14	do.
430	Hewitt, Henry Rockwood ..	15	do.
431	Hewitt, Robert.....	17	do. ( $\frac{1}{2}$ month.)
432	Hibbard, Rufus Piercy.....	14	Same as No. 334.
433	Hickey, George Edgar.....	14	do.
434	Hickok, George Benedict....	14	do.
435	Houghton, Alfred Henry ...	15	do. ( $\frac{1}{2}$ month.)
436	Howland, Henry Raymond..	14	Same as No. 334.
437	Hunter, Abraham Thiew....	14	do. ( $1\frac{1}{2}$ months.)
438	Hurd, Anson Asbury .....	14	Same as No. 334.
439	Ingersoll, William Halsey ..	14	do.
440	Jasper, David Samuel.....	14	do.
441	Jasper, George Washington..	16	do.
442	Jenney, William Allen ....	14	do.
443	Hamilton, Geo. Washington	15	do.
444	Johnson, Henry Sabin.....	14.	do.
445	Jordan, George.....	14	do. ( $\frac{1}{2}$ month.)
446	Juif, George Louis.....	14	Same as No. 334.
447	Kearsing, Jos. Smith Perry..	14	do.
448	Keyser, Henry George.....	15	do.
449	Kilrel, Peter Joseph .....	14	do.
450	Kincaid, Thomas Henry Clay	16	do.
451	King, William Robert.....	14	do. ( $\frac{1}{2}$ month )
452	Kingsland, John Crittenden.	15	Same as No. 334
453	Kurzman, Ferdinand.....	14	do
454	Latour, Ernest .....	15	do.
455	Lawlin, Burrett Keeler.....	15	do. ( $\frac{1}{2}$ month.)
456	Lawson, Albert Gallatin, Jr.	16	Same as No. 334.
457	Lazarus, Solomon .....	15	do. ( $\frac{1}{2}$ month.)
458	Leeds, Robert.....	15	Same as No. 334.
459	Leonard, Caleb Reynolds ...	14	do.
460	Leweck, George Jefferson...	15	do.
461	Lord, Edwin Polk .....	14	do.
462	Lyons, John Small .....	15	do.
463	Mackie, George Barclay ....	14	do.
464	Marshall, James.....	16	do.
465	Martin, George Randolph...	15	do.
466	Mayer, Henry Christian ....	14	do.
467	McArdle, John .....	14	do.
468	McCarthy, John.....	14	do. ( $\frac{1}{2}$ month.)
469	McEntee, James.....	15	Same as No. 334.



No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
470	McWhood, Edward, Jr. ....	15	Same as No. 334.
471	Menzies, William, Jr. ....	15	do. (3½ months.)
472	Merwin, James Augustus ...	15	do. (½ month)
473	Lennon, George Washington	14	Same as No. 334.
474	Miller, Thomas Robin. ....	14	do.
475	Mix, William Barney. ....	15	do.
476	Monell, Ambrose. ....	14	do.
477	Morse, Gilbert Livingston ..	16	do.
478	Mott, Richard Emory. ....	15	do.
479	Müller, Charles William. ....	15	do. (2 months.)
480	Murtha, John Augustine. ....	14	do. (1½ months.)
481	Newell, Darius Ephraim. ....	14	Same as No. 334.
482	Norris, John Mahan. ....	14	do.
483	O'Brien, Lawrence Henry ..	15	do.
484	O'Connor, Charles Henry ...	14	do.
485	O'Rorke, John. ....	14	do.
486	Offley, David Remsen. ....	14	do.
487	Orr, John. ....	15	do.
488	Orr, Joseph. ....	14	do.
489	Orton, Azariah Jackson. ....	16	do.
490	Ottinger, Philip Joseph. ....	14	do.
491	Overin, Henry Clay. ....	16	do. (½ month.)
492	Owen, Edward Livingston. ....	15	Same as No. 334.
493	Phelps, Richard Nafis. ....	14	do.
494	Phillips, Michael. ....	14	do. (1½ months)
495	Post, Charles Carroll. ....	16	Same as No. 334.
496	Randolph, Samuel Fitz. ....	14	do.
497	Roper, Robert Wilkerson, Jr.	16	do. (½ month.)
498	Reynolds, George Edward. ....	16	Same as No. 334.
499	Rhoades, George Brown. ....	14	do.
500	Richters, Frederick John ...	15	do. (½ month.)
501	Ritchie, Andrew. ....	14	Same as No. 334.
502	Roberts, James Alexander ..	14	do.
503	Rooney, George Washington	14	do.
504	Rotton, George. ....	15	do.
505	Russell, John. ....	15	do.
506	Ryan, George Washington. ....	19	do.
507	Sands, James Green. ....	14	do.
508	Sharp, James Robert, Jr. ....	17	do.
509	Shaw, Robert Alexander. ....	15	do. (½ month)
510	Shields, Daniel. ....	15	Same as No. 334.
511	Shields, Patrick Henry. ....	15	do.
512	Smith, Samuel De Witt. ....	14	do.
513	Smith, William Brownlee. ....	16	do.
514	Steins, Victor Hugo. ....	15	do.
515	Stephens, Geo. Washington	14	do.
516	Stevenson, William Gillespie	15	do.
517	Storm, John Bailey. ....	15	do.
518	Sturgis, William. ....	15	Absent, sick.
519	Sullivan, Thomas Henry. ....	15	do.
520	Suydam, George Henry. ....	15	do.
521	Sweeney, John Joseph. ....	14	do.
522	Symons, Frederick William.	15	do.
523	Taber, James Ayres. ....	16	do.
524	Taylor, John Henry. ....	18	do.
525	Thatcher, John Christopher.	14	do.
526	Thomas, David Anderson, Jr.	15	do.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
527	Thompson, George Hummer	15	Same as No. 334, (2½ months.)
528	Throckmorton, Barberie W..	15	Same as No. 334.
529	Tieman, William Francis...	14	do.
530	Trippe, Henry Martyn .....	14	do.
531	Trist, Nicholas Philip .....	15	do.
532	Valentine, George Faile....	14	do.
533	Valentine, Richard Edward..	16	do (½ month.)
534	Van Dyke, Howard Butler..	14	Same as No. 334.
535	Van Pelt, Cha's Washington	16	do.
536	Van Vleck, Abraham Kipp..	14	do.
537	Vienot, Jules Frederick....	14	do.
538	Vitt, Herman Augustus ....	14	do.
539	Wallace, John, Jr. ....	17	do.
540	Wandell, Townsend .....	17	do.
541	Warren, Henry .....	15	do.
542	Watson, Charles James ....	14	do.
543	Weber, Augustus Charles F..	14	do.
544	Wessels, Charles Henry....	14	do. (½ month.)
545	Wheeler, Francis Bulkley ..	15	Same as No. 334.
546	Wheeler, William Adams, Jr.	14	do.
547	White, John Stewart.....	14	do.
548	Whiting, Thomas Edward ..	15	do. (½ month.)
549	Wight, Frederick Hubert ...	14	do.
550	Wight, George Bates .....	16	do.
551	Wight, George Richard ....	14	do.
552	Willey, James Edward.....	14	Same as No. 334
553	Winchell, Charles .....	14	do.
554	Wolfsohn, Henry.....	15	do.
555	Wood, George Warren, Jr ..	14	do.
556	Woods, John Dack .....	15	do.
557	Worrall, Wade Arthur ....	14	do.
558	Zabriskie, John Lemaire....	14	do.
559	Abbe, William Colgate.....	15	Same as No. 334, in all except the Languages. French—Vannier's Pronunciation. Robertson's system of teaching French, 19 lessons, (practical part.) The Regular Verbs, in all their forms, with Oral Phraseological Exercises. Time—Four months. Same as No. 559.
560	Acheson, William J. ....	14	do.
561	Ackerson, Jacob James....	15	do.
562	Alexander, Charles Curtis ..	15	do.
563	Amidon, Frank .....	14	do.
564	Anderson, John Halsted....	15	do. (½ month.)
565	Andrews, John Rutt .....	14	Same as No. 559.
566	Ascough, Horace Kershaw..	16	Do. in French only. Pursued a partial course.
567	Atwell, Herman, Jr. ....	15	Same as No. 559, (½ month.)
568	Banks, Augustine .....	14	do.
569	Barry, Samuel Lamont....	15	Same as No. 559.
570	Beck, John George .....	15	do.
571	Berenbroick, Frederick, Jr..	14	do.
572	Bliss, William Henry .....	14	do.
573	Bogart, Charles Craft .....	14	do.
574	Bogart, James Henry .....	15	do.
575	Bonestill, James Henry....	15	do.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
576	Brady, John .....	14	Same as No. 559.
577	Briggs, Russell Isaac .....	14	do.
578	Brooks, Frederick William ..	14	do.
579	Brophy, James Jerome .....	14	do. ( $\frac{1}{2}$ month.)
580	Brown, George Edward .....	18	do.
581	Brown, Thomas Vincent .....	15	do. ( $2\frac{1}{2}$ months.)
582	Browning, John Hale .....	16	Same as No. 559.
583	Brush, Clinton Ethelbert ...	14	do.
584	Byrne, Edward, Jr. ....	14	do. (3 months.)
585	Byrnes, James Joseph Henry	14	Same as No. 559.
586	Cohen, Joseph .....	14	do.
587	Collard, Charles Newton ...	16	do.
588	Conklin, William Lemuel, Jr.	14	Absent.
589	Cooper, George Danforth ...	14	Same as No. 559, (3 months.)
590	Cooper, John Ranney .....	14	do.
591	Corkey, Joseph Alonzo .....	14	Same as No. 559.
592	Cragin, George Dakin, Jr. ...	16	do.
593	Crawford, James Henry ....	14	do.
594	Crocheron, Washingt'n Irving	15	do.
595	Cumming, Charles Frederick	16	do.
596	Cunningham, Ezra Marshall.	16	do.
597	Davie, Archibald .....	14	do.
598	Day, Charles James .....	14	do. (3 months.)
599	Day, Clarence Shepard .....	14	Same as No. 559.
600	De Camp, Robert Lemuel ...	15	
601	De Lancy, George Joseph ...	15	do.
602	Dodworth, Allen R. ....	15	do.
603	Dow, William Shepard .....	14	do.
604	Drew, Burton .....	15	do.
605	Dwyer, Michael .....	14	do.
606	Edmonson, H. J. N. Porteus	14	do.
607	Einstein, Max Henry .....	14	do.
608	Elder, Samuel George .....	14	do.
609	Ellsworth, Washington White	15	do.
610	Eppes, William Chester, Jr.	17	do.
611	Flanagan, Adam Clarke, Jr. .	14	do.
612	Forbes, Arthur, Jr. ....	16	do.
613	Fowler, Cyrus Edward .....	15	do.
614	Fowler, Charles Theodore ..	14	do.
615	Frost, Robert Bowne . . .	14	do.
616	Gallaer, Charles Walker ....	15	do.
617	Gallagher, Cornelius Charles	14	do.
618	Gavey, Camile Pierre .....	15	do.
619	Gibney, John Roll .....	15	do.
620	Gleason, Francis Porcher ..	15	do.
621	Glover, Elijah Archer .....	15	do.
622	Glover, Henry Clay .....	14	do.
623	Goldsmith, Charles .....	14	do.
624	Gordon, Leonard .....	15	do.
625	Gehrhardt, John Philip ....	15	
626	Gore, Martin Alonzo .....	16	do.
627	Green, Garret E. ....	15	do.
628	Green, Rudolph .....	14	do. ( $1\frac{1}{2}$ months.)
629	Griffin, Bradney .....	16	Same as No. 559.
630	Grinnell, Henry Walton ....	15	do.
631	Griscom, John .....	15	do. ( $\frac{1}{2}$ month.)
632	Gurnee, Edward Billings ...	16	do. (1 month.)

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
633	Hamilton, Charles Augustus	14	Same as No. 559—1 month.
634	Hamilton, Louis McLean...	14	Same as No. 559.
635	Hanks, Charles Grenelle...	14	do.
636	Harris, George Hamilton...	14	do.
637	Hatch, Stephen Southmayd.	14	do.
638	Hegeman, John, Jr. ....	15	do. ( $\frac{1}{2}$ month.)
639	Henderson, Peter E. ....	15	Same as No. 559.
640	Higgins, William Henry...	15	do.
641	Hinckley, Asa Presbury...	16	do. ( $\frac{1}{2}$ month.)
642	Hogan, John Joseph ....	14	Same as No. 559.
643	Hogarty, William Daniel...	14	do.
644	Holland, Jephtha Johnson ..	14	do. ( $\frac{1}{2}$ month)
645	Howard, George Washington	14	Same as No. 559.
646	Howell, Isaac .....	15	do.
647	Hunt, William Henry .....	14	do.
648	Hyde, Frederick Erastus ...	14	do.
649	Jackson, Daniel .....	15	do.
650	Jackson, Lewis Andrew...	14	do.
651	Jacobi, Emile Henry .....	14	do. ( $\frac{1}{2}$ month.)
652	James, William Edward....	15	Same as No. 559.
653	Jenkins, Augustus Shotwell.	14	do.
654	Johnson, Benjamin Lent....	14	do.
655	Jonas, Philip Hamilton....	16	
656	Goodenow, Edward Kirke ..	14	do.
657	Jones, Benjamin Franklin ..	16	do. ( $\frac{1}{2}$ month.)
658	Karsch, Bernard .....	14	Same as No. 559.
659	Kearney, Benjamin Griffin..	14	do.
660	Keegan, George Washington	15	do.
661	Kerwin, Joseph Benedict...	16	Do. in French only. Pursued a partial course.
662	Kilmer, David, Jr. ....	14	Same as No. 559.
663	Klim, Godfrey George ....	15	do.
664	Knapp, Charles Henry .....	15	do. ( $\frac{1}{2}$ month.)
665	Kühner, Ferdinand .....	14	Same as No. 559.
666	Labrie, George Washington.	14	do. ( $3\frac{1}{2}$ months.)
667	Lee, Philip Parker .....	14	Same as No. 559.
668	Leonard, Robert Woodward.	16	do.
669	Lines, Theodore Truesdale..	14	do.
670	Lintz, William Clinton ....	15	
671	Lockwood, Joseph Seaman..	14	do.
672	Lomia, Luiga .....	15	do.
673	Loud, John Sylvanus .....	16	do. ( $\frac{1}{2}$ month.)
674	Lyng, Jardine .....	17	Same as No. 559.
675	Macdonald, Peter .....	17	do.
676	Mack, Samuel .....	15	do.
677	Magee, Joseph Alexander..	14	do. ( $\frac{1}{2}$ month)
678	Malarky, Charles Augustine	14	do.
679	Many, Philip Hale .....	14	Same as No. 559.
680	Marks, Woolf David .....	15	do.
681	Marsh, Alfred Courtney ...	15	do.
682	Martin, George Clifton ....	16	do.
683	McCotter, Wilson Marshall.	14	do. ( $\frac{1}{2}$ month.)
684	McCoy, Edward, Jr. ....	14	Same as No. 559.
685	McGirr, Robert Andrew ....	15	do.
686	Metcalf, Walter Fitzhugh...	15	do.
687	Miles, Edward Carrington..	16	do.
688	Moore, Edgar Wells .....	15	do. ( $\frac{1}{2}$ month.)

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
689	Morris, Frank Irving.....	14	Same as No. 559.
690	Morrison, William Henry...	15	do.
691	Morton, James William....	14	do.
692	Mulford, Jeremiah, Jr.....	15	do.
693	Munson, John Henry.....	14	do.
694	Murray, Timothy.....	15	do.
695	Newberry, Walter Sterling..	16	do.
696	Newcomb, George Edwin...	15	do.
697	Newstadter, Jacob Henry...	14	do.
698	Noonan, Cornelius.....	15	do.
699	Osgood, Henry.....	15	do.
700	Paddon, George William....	14	do.
701	Peek, Eben Berckley.....	15	do.
702	Pell, Aaron Baldwin.....	14	do.
703	Pfluger, John Jacob Frederick	14	do.
704	Phillips, Henry.....	14	do.
705	Phillips, Mortimer Louis...	14	do.
706	Pope, George Aaron.....	16	do. ( $\frac{1}{2}$ month.)
707	Post, Edwin Forrest.....	14	Same as No. 559.
708	Randolph, Frederick Fitz...	18	do. ( $\frac{1}{2}$ month.)
709	Randolph, Wilson Hunt....	15	Same as No. 559.
710	Redmond, Michael C.....	14	do. ( $\frac{1}{2}$ month)
711	Riley, Peter James.....	14	Same as No. 559.
712	Roberts, Samuel Tuttle, Jr..	15	do.
713	Robinson, James Whiting..	16	do.
714	Rockwell, Anthony Allaire..	14	do.
715	Rudd, Richard Guerdon....	15	do.
716	Paulding, Joseph Irving....	15	do.
717	Sabor, Samuel.....	14	do.
718	Sacchi, Ernest.....	15	do. ( $\frac{1}{2}$ month.)
719	Sacchi, Henry.....	17	do.
720	Salter, George.....	15	Same as No. 559, (3 $\frac{1}{2}$ months.)
721	Salter, George Washington..	15	Same as No. 559.
722	Saunders, John Francis....	16	do.
723	Sayre, David Austin.....	15	do. ( $\frac{1}{2}$ month.)
724	Schaffer, George Francis, Jr	14	Same as No. 559.
725	Sherwood, Luman, Jr.....	14	do.
726	Simonson, William Hyde....	14	do.
727	Simpson, William.....	17	do. ( $\frac{1}{2}$ month.)
728	Skinner, James Richard....	15	Same as No. 559.
729	Smith, George, Jr.....	14	do.
730	Smith, Henry Lenox.....	15	do.
731	Smith, Henry Warren.....	15	do.
732	Solomon, Lionel Jacob....	14	do.
733	Stainburn, James Windust..	15	do. ( $\frac{1}{2}$ month.)
734	Stavey, Nicholas Henry....	14	Same as No. 559.
735	Stephens, Philetus.....	17	do.
736	Stephenson, Joseph Battell..	14	do.
737	Stich, Charles Jacob.....	14	do.
738	Strang, Fredrick.....	15	do.
739	Sutherland, Louis Voby....	16	do.
740	Swansboro', Wm. Reynolds..	14	do.
741	Taggard, John James.....	14	do.
742	Taylor, Charles Mulligan...	15	do.
743	Thom, John Charles.....	14	do. (3 $\frac{1}{2}$ months.)
744	Thomson, Edward Lush....	14	Same as No. 559.
745	Titus, Joseph Muir.....	15	do.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
746	Turner, George Merritt . . . .	14	Same as No. 559.
747	Twamly, James . . . . .	14	do. (3½ months.)
748	Voorhees, Frederick Pentz . .	14	Same as No. 559.
749	Walker, James Henry . . . . .	14	do.
750	Wall, Frederick Augustus . .	15	do. (½ month.)
751	Ward, Eugene . . . . .	15	Same as No. 559.
752	Warts, Alexander Britton . .	14	do.
753	Watson, John William . . . .	14	do.
754	White, Andrew . . . . .	14	do. (2½ months.)
755	White, Charles Lawrence . .	14	Same as No. 559.
756	Whiteside, Andrew Jackson .	14	do.
757	Whybrew, Charles Thomas .	16	do. (½ month.)
758	Wilcox, William Riley . . . .	14	Same as No. 559.
759	Wiley, Thomas Brown . . . .	14	do.
760	Wilson, Oren Elbridge . . . .	14	do.
761	Wilson, William Frederick . .	15	do. (½ month.)
762	Winter, Edward . . . . .	15	Same as No. 559.
763	Witpin, Charles . . . . .	15	do.
764	Witterwoulgh, Ernest . . . .	17	Do. in French only. Pursued a partial course.
765	Wood, William, Jr. . . . .	15	Same as No. 559.
766	Yard, Hiram Johnson . . . .	14	do.
767	Young, William . . . . .	14	do.
768	Youngs, George Albert . . . .	14	do.
769	Boyce, William Blakely . . .	16	do. (3½ months.)
770	Fishblatt, Solomon . . . . .	15	do. (½ month.)

**Schedule No. 7.****NAMES OF INSTRUCTORS EMPLOYED IN THE FREE ACADEMY, AND  
COMPENSATION PAID TO EACH.**

NAMES.	Present Annual Compensation.	Paid during the year ending Dec. 31, 1888.
Horace Webster, LL.D., President of the Faculty, and Professor of Intellectual and Moral Philosophy.....	\$3000	3000 00
John Jason Owen, D.D., Vice-Principal, and Professor of the Latin and Greek Languages and Literature.....	2500	2500 02
Wolcott Gibbs, M. D., Professor of Chemistry and Physics...	2000	1999 99
Gerardus Beekman Docharty, LL.D., Professor of Pure Mathematics and Secretary of the Faculty.....	2000	1999 97
John Augustus Nichols, A. M., Professor of Mixed Mathematics.....	2000	1999 97
Charles Edward Anthon, A. M., Professor of History and Belles-Lettres.....	2000	1999 97
John Graeff Barton, A. M., Professor of the English Language and Literature.....	2000	1999 97
Jean Roemer, LL.D., Professor of the French Language and Literature.....	2000	1999 96
Augustin José Morales, A. M., Professor of the Spanish Language and Literature.....	2000	1999 97
Theodor Gustav Glaubenskleee, Professor of the German Language and Literature.....	2000	1983 31
Paul Peter Duggan, N. A., Professor of Drawing and the Arts of Design, (absent with leave).....	2000	
Hermann Joseph Aloys Kørner, Ph. D., Acting Professor of Drawing.....	2000	1999 96
Robert Ogden Doremus, M. D., Professor of Natural History, Anatomy, Physiology, and Hygiene.....	1000	1000 02
Joel Tyler Benedict, A. M., Adjunct Professor in the Department of Mathematics.....	2000	1999 96
George Washington Huntsman, Adjunct Professor in the Department of Intellectual and Moral Philosophy.....	2000	1999 97
Joseph Howard Palmer, A. M., Tutor in the Department of Mathematics.....	1500	1333 35
William Beinhauer Silber, A. M., Tutor in the Department of the Latin and Greek Languages and Literature.....	1500	1333 34
Benjamin Arad Sheldon, A. M., Tutor in the Department of Mathematics.....	1500	1333 34
Alfred George Compton, A. M., Tutor in the Department of the English Language and Literature.....	1000	1000 02
Lewis Condit Bayles, A. B., Tutor in the Department of the Latin and Greek Languages and Literature.....	500	354 15
Charles Henry Pratt, A. B., Tutor in the Department of the Latin and Greek Languages and Literature.....	500	354 16
Arthur McMullen, A. B., Tutor in the Department of Mathematics.....	500	499 99
Franklin Samuel Rising, A. B., Tutor in the Department of History and Belles-Lettres.....	500	354 16
Casimir Fabregou, A. B., Tutor in the Department of the French Language and Literature.....	1000	791 68

NAMES.	Present Annual Compensation.	Paid during the year ending Dec. 31, 1888.
Joseph Anderson, A. M., Tutor in the Department of the English Language and Literature.....	\$500	\$354 16
Adolph Werner, A. B., Tutor in the Department of the English Language and Literature.....	500	499 99
William M. Banks, Tutor at large.....	500	145 83
Samuel G. R. Jelliff, ".....	500	145 83
Alexander P. Ketchum, ".....	500	145 83
David S. Fanning, ".....	500	145 83
James Godwin, ".....	500	845 13
Louis Oudin, Tutor in the Department of the French Language and Literature.....	500	145 83



## Schedule No. 8.

*Showing the Total Value of Books and Supplies furnished from the Depository during the year ending December 31st, 1858.*

Schools.	Grammar School for Boys.	Grammar School for Girls.	Primary Departments.	Total.
No. 1.....	\$596 45	\$313 87	\$176 55	\$1,086 87
" 2.....	929 08	1,059 79	245 24	2,234 11
" 3.....	642 06	712 32	208 34	1,562 72
" 4.....	488 38	366 62	283 89	1,138 89
" 5.....	855 38	467 12	276 79	1,599 29
" 6.....	348 57	.....	171 13	519 70
" 7.....	694 42	318 71	289 13	1,302 26
" 8.....	333 10	208 51	192 17	733 78
" 9.....	145 23	225 18	.....	370 41
" 10.....	373 50	.....	304 66	678 16
" 11.....	1,060 44	753 13	329 15	2,142 72
" 12.....	522 46	307 18	193 22	1,022 86
" 13.....	942 11	393 44	236 71	1,577 26
" 14.....	889 32	677 89	603 82	2,171 03
" 15.....	1,033 59	739 49	364 20	2,137 28
" 16.....	389 65	414 12	145 88	949 65
" 17.....	628 95	516 12	446 61	1,591 68
" 18.....	622 41	669 64	259 67	1 551 72
" 19.....	496 09	761 39	258 25	1,515 73
" 20.....	918 03	673 44	410 79	2,002 26
" 21.....	820 53	516 67	256 87	1,594 07
" 22.....	1,092 13	808 04	241 17	2,141 34
" 23.....	471 20	592 22	418 61	1,482 03
" 24.....	423 26	267 23	189 85	880 34
" 25.....	.....	259 94	.....	259 94
" 26.....	298 76	436 01	131 06	865 83
" 27.....	.....	292 84	.....	292 84
" 28.....	794 15	748 92	524 30	2,067 37
" 29.....	782 63	807 87	363 65	1,954 15
" 30.....	524 68	556 81	291 49	1,372 98
" 31.....	546 21	303 50	150 11	999 82
" 32.....	876 89	.....	337 89	1,214 78
" 33.....	.....	1,526 64	805 41	2,332 05
" 34.....	392 56	610 02	148 67	1,151 25
" 35.....	1,178 81	.....	340 45	1,519 26
" 36.....	567 63	795 87	383 22	1,746 72
" 37.....	873 42	959 01	342 82	2,175 25
" 38.....	692 89	601 13	1,037 66	2,331 68
" 39.....	470 25	386 80	246 70	1,103 75
" 40.....	1,205 62	.....	268 19	1,473 81
" 41.....	479 11	460 27	235 93	1,175 31
" 42.....	1,306 58	869 65	351 23	2,527 46
" 43.....	167 25	275 51	.....	442 76
" 44.....	1,365 49	661 98	576 52	2,603 99
" 45.....	1,129 18	1,419 21	572 78	3,121 17
" 46.....	158 22	169 93	.....	328 15
" 47.....	872 24	686 92	360 64	1,919 80
" 48.....	586 98	520 85	504 25	1,612 08
" 49.....	1,086 90	927 26	474 79	2,488 95
" 50.....	.....	1,527 78	159 30	1,687 08
" 52.....	572 57	.....	.....	572 57
	\$32,645 36	\$27,571 84	\$15,109 76	\$75,326 96

**PRIMARY SCHOOLS.**

No. 1.....	{ Boys..	\$385 56	No. 19.....	{ Boys..	\$41 78
	{ Girls..	198 44		{ Girls..	48 32
" 2.....		285 27	" 20.....	{ Boys..	46 61
" 3.....		126 53		{ Girls..	48 32
" 4.....		87 14	" 21.....	{ Boys..	82 74
" 5.....		948 44		{ Girls..	140 78
" 6.....		240 83	" 22.....		211 64
" 7.....		156 12	" 23.....		214 51
" 8.....		602 71	" 24.....		67 62
" 9.....		70 46	" 25.....		192 40
" 10.....		58 20	" 26.....		110 11
" 11.....		280 67	" 27.....		451 26
" 12.....		154 70	" 28.....		126 94
" 13.....		135 46	" 29.....		345 26
" 14.....	{ Boys..	71 43	" 30.....		81 70
	{ Girls..	54 13	" 31.....	{ Boys..	177 36
" 15.....		193 98		{ Girls..	
" 16.....		113 41	" 32.....		584 05
" 17.....		113 85			
" 18.....		114 94			\$7,363 67

**COLORED SCHOOLS.**

COLORED WARD SCHOOLS.	Male Department	Female Department	Primary Department	Total.
No. 1.....	\$268 67	\$187 05	.....	\$455 72
" 2.....	107 49	138 38	162 41	408 28
" 3.....	.....	.....	.....	.....
" 4.....	28 53	.....	.....	28 53
" 5.....	8 67	.....	96 89	105 56
" 6.....	236 16	.....	.....	236 16
				\$1,234 25
COLORED PRIMARY SCHOOLS.				
No. 1.....	127 28	.....	.....	127 28
" 2.....	90 04	.....	.....	90 04
" 3.....	65 88	.....	.....	65 88
				\$1,517 45

**EVENING SCHOOLS.**

Wards.	Male.	Female.	Total
1st Ward.....	\$325 48	\$377 20	\$702 68
4th ".....	424 38	225 42	649 80
5th ".....	329 52	... ..	329 52
6th ".....	139 57	202 93	342 50
7th ".....	176 88	137 95	314 83
8th ".....	228 89	300 90	529 79
9th ".....	301 75	... ..	301 75
10th ".....	492 96	98 43	591 39
11th ".....	999 10	314 42	1,313 52
12th " Manhattanville.....	83 75	... ..	83 75
12th " 87th-street.....	265 46	... ..	265 46
12th " Harlem.....	121 17	17 39	138 56
12th " Carmansville.....	140 45	... ..	140 45
13th ".....	193 01	105 24	298 25
14th ".....	249 75	291 50	541 25
15th ".....	303 28	123 31	426 59
16th ".....	258 25	126 23	384 48
17th ".....	405 21	250 96	656 17
18th ".....	424 63	162 38	587 01
19th ".....	362 50	134 99	497 49
20th ".....	140 39	255 75	396 14
21st ".....	283 89	98 20	382 09
22d " Old School.....	241 66	318 92	560 58
22d " New ".....	294 77	... ..	294 77
8th " Colored.....	5 08	15 07	20 15
	<b>\$7,191 78</b>	<b>\$3,557 19</b>	<b>\$10,748 97</b>

**STATEMENT OF SUPPLIES DELIVERED TO FREE ACADEMY, NORMAL  
SCHOOLS, &c., &c.**

<b>BOARD OF EDUCATION.*</b>		<b>FREE ACADEMY.....</b>	<b>\$2,589 15</b>
Bill of Mahoney for Singing Books furnished in the year 1855.....		<b>NORMAL SCHOOLS.</b>	
	\$419 00	Male Normal Schools.....	165 65
Books, Stationery, and Drawing Paper for Superintendent of Buildings.....	82 00	Female Saturday N. S.....	2,044 95
Books, Stationery, and other Supplies for City Superintendent's Office, &c.....	136 00	Daily Normal School.....	156 68
Supplies for Janitor of Hall..	184 00	Colored Normal School.....	68 31
Supplies for use of Depository, including Printing.	550 00		<b>\$2,435 59</b>
Supplies for use of B. of E..	551 25		
Incidentals for Clerk's Office, including Blank Books, Minute Books, &c.....	1,060 39		
	<b>\$2,982 64</b>		
<b>SCHOOL OFFICERS.</b>			
1st Ward.....	\$17 02		
2d ".....	14 22		
3d ".....	74 46		
4th ".....	25 69		
5th ".....	50 74		
6th ".....	76 33		
7th ".....	77 69		
8th ".....	14 90		
9th ".....	36 60		
10th ".....	106 59		
11th ".....	82 29	<b>RECAPITULATION.</b>	
13th ".....	17 76	Gram. Schools..	\$75,326 96
14th ".....	20 99	Prim. Schools..	7,363 67
15th ".....	15 47	Col. Schools....	1,517 45
16th ".....	56 38		<b>\$83,856 76</b>
19th ".....	22 79	Evening Schools.....	10,748 97
20th ".....	38 64	Free Academy.....	2,589 15
21st ".....	36 15	Normal Schools.....	2,435 59
22d ".....	35 76	School Officers.....	820 47
	<b>\$820 47</b>	*Board of Education, &c...	2,982 64
			<b>\$103,784 90</b>

\* Including Expense Account.

**Schedule No. 9.**  
*Containing a List of the School-Houses, with their Location, Size, and Cost of Site, Size, and Cost of*  
*Buildings, and the Date of their Erection.*

Ward	Schools	Location.	Size of Lot.	Cost of Site.	Character and Size of Building.	Cost of Buildings.	Date of Erection.
No. 1	245	William-street, near Duane.....	68 ft. front, 66 ft. deep..	\$8000	{ 3 stories high, 40 ft. frt. by 60 ft. dp. }	\$15,000 00	1839
2	116	Henry-street.....	75 " 100 " ..	8000	{ 4 wings, each 14 ft. frt. 16 ft. dp. }	22,000 00	1835
3	400	Hudson-street, corner Grove.....	65 " 130 " ..	20000	{ 4 stories high, 42 ft. frt. by 100 ft. deep }	25,000 00	1821
4	203	Rivington-street.....	{ 75 " 100 " .. }	12000	" 45 " 107 "	36,000 00	1854
5	222	Mott-street.....	{ 20 " 65 " .. }	10000	" 75 " 100 "	21,000 60	1822
6	On	Randall's Island.....	75 " 100 " ..	2	" 45 " 90 "	18,000 00	1826
7	60	Chrystie-street, near Hester.....	75 " 100 " ..	12000	" 45 " 105 "	12,000 00	1826
8	66	Grand-street, near Wooster.....	75 " 100 " ..	12000	" 40 " 94 "	4,000 00	1830
9	Corner	82d-street and 11th avenue.....	100 " 100 " ..	2500	" 42 " 100 "	16,000 00	1828
10	180	Wooster, near Bleeker.....	75 " 100 " ..	12000	" 28 " 90 "	30,000 00	1854
11	17th-	street, near 8th avenue.....	100 " 100 " ..	12000	" 32 " 100 4 wings }	23,000 00	1833
12	371	Madison-street, near Jackson.....	100 " 100 " ..	11000	" 50 " 85 "	33,000 00	1849
13	298	Houston-st., bet. Norfolk and Essex.	100 " 100 " ..	11000	" 42 " 99 "	18,000 00	1838
14	27th-	street, near Third avenue.....	100 " 100 " ..	11000	" 42 " 85 "	12,000 00	1845
15	289	Fifth-street, bet. Avenues C. and D.	100 " 100 " ..	11000	{ 3 stories high, 29x18 feet. }	16,000 00	1846
16	13th-	street, near 7th avenue.....	100 " 100 " ..	10000	{ 2 wings, 29x18 feet. }	23,000 00	1855
17	47th-	street, between 8th and 9th aves..	100 " 100 " ..	5000	{ 3 stories high, 42 ft. frt. by 30 ft. dp. }	12,000 00	1845
18	51st-	street and Lexington avenue.....	100 " 100 " ..	5000	{ Rear building 20 " 16 " }	16,000 00	1846
					{ 3 stories, 47 " 78 " }	23,000 00	1855
					{ Rear building 22 " 22 " }		
					{ 4 stories, 42 " 100 " }		
					{ 4 wings, 16 " 26 " }		

19	9th-street, corner 1st avenue.....	{ 69 ft. 3 in. on 1st av. } { by 100 ft. on 9th-st. }	\$6000	3 stories high, 50 ft. front by 100 ft. dp.	\$13,031 21	1843
20	Chrystie-street, near Delancey.....	100 feet square.....	18000	{ 4 stories high, 50 ft. ft. by 80 ft. dp. } { 2 wings front, 25 feet by 33 feet, } { 2 wings rear, 25 feet by 28 feet. }	34,220 00	1856
21	Marion-street, near Prince .....	{ 75 ft. on Marion-st. 100 } { ft. deep .....	10600	" 50 " 95 "	12,329 76	1849
22	Stanton-street, near Sheriff.....	{ 69 ft. 10 in. on Stanton } { by 100 ft. on Sheriff. }	10000	" 45 " 90 "	10,000 00	1843
23	28 and 28 City Hall Place.....	{ 49 ft. on City Hall Pl. } { 69 ft. on east line and } { 87 ft. on west line. }	8000	" 44 " 69 "	16,041 72	1843
24	Elm-street, near Leonard.....	{ 50 ft. on Elm-st., 95 ft. } { on north side, 90 ft. } { south side..... }	8000	" 44 " 95 "	16,000 00	1843
25	13 Oak-street .....	.....	Leased	Leased.		
26	Rose-street, near Duane.....	.....	Leased	Leased.		
27	74 Oliver-street.....	.....	Leased	Leased.		
28	40th-street, near 8th avenue.....	{ 100 ft. on 40th-st., 98 ft. } { 9 in. deep..... }	2425	" 45 " 90 "	10,000 00	1846
29	97 Greenwich-street.....	{ 47 ft. 10 in. on Green- } { wich-st., by 97 ft. 6 } { in. deep..... }	Leased	" 45 " 90 "	30,000 70	1845
30	Monroe-street, near Montgomery.....	{ 70 ft. 9 in. on Monroe } { st., by 97 ft. 2 in. dp. }	6000	" 40 " 85 "	30,000 00	1843
31	Baxter-street, near Grand.....	{ 75 ft. on Baxter-st., by } { 100 ft. deep..... }	10000	" .....	17,830 70	1844
32	35th-street, near 9th avenue.....	{ 100 ft. on 35th-st., by } { 98 ft. 9 in. deep..... }	5300	" 94 " 42 "	17,000 00	1843
33	28th-street, bet. 8th and 9th avenues.....	.....				
34	Broome-street, bet. Sheriff and Willett..	{ 75 ft. on Broome-st., by } { 87 ft. deep .....	5250	" 50 " 87 "	21,400 00	1747
35	13th-street, near 6th avenue.....	{ 87 ft. on 13th-st., by 103 } { ft. deep .....	8338	" 50 " 90 "	17,713 90	1847
36	9th-street, near Avenue C.....	{ 100 ft. on 9th st., by } { 100 ft. deep .....	6530	" 50 " 95 "	24,000 00	184

Ward School.	Location.	Size of Lot.	Cost of Site.	Character and Size of Buildings.	Cost of Buildings.	Date of Erection.
37	87th-street, near 4th avenue.....	100 ft. front, by 100 ft. deep	\$2300	4 stories high, 48 feet front by 99 4/4 wings	\$20,000 00	1853
38	Clarke-street, near Broome .....	{ 75 ft. on Clark-st., by 90 ft. deep..... }	10000	" 50 90 feet.	11,500 00	1847
39	125th-street, bet. 2d and 3d avenues....	{ 100 ft. on 125th-st., by 99 ft. 11 in. deep... }	1600	" 45 72 "	14,222 21	1849
40	20th-street, bet. 1st and 2d avenues.....	{ 80 ft. on 20th-st., by 99 ft. deep..... }	5800	" 50 95 "	16,000 00	1849
41	Greenwich av., opposite Charles-street..	{ 97 ft. on Greenwich av. 119 ft. 1 in. on north- erly side, 166 ft. 5 in. on southerly side.... }	8491	{ 6 " 50 } and rear wings..... }	22,500 00	1850
42	Allen-street, between Walker and Hester	{ 98 ft. on Allen-st., by 75 ft. deep..... }	14000	" 98 72 "	24,000 00	1850
43	129th-street, near 10th avenue.....	{ 200 ft. on 129th-st., 99 ft. 11 in. on 10th av. }	1600	" 45 85 "	16,000 00	1854
44	Corner North Moore and Varick streets.	{ 87 ft. 2 in. on Varick- st., 57 feet 7 in. on North Moore-st..... }	26919	" 75 87 wing	33,000 00	1851
45	24th-st., between 7th and 8th avenues...	{ 100 feet on 24th-st., by 98 ft. 9 in. deep... }	8160	{ 3 " 54 2 wings, 25 by 18 ft. each..... }	22,215 00	1851
46	156th-st., between 9th and 10th avenues	{ 200 ft. on 156th-st., by half the block..... }	2800	2 stories high, 40 ft. frt. by 62 ft. deep.	7 015 00	1852
47	12th-street, near Broadway.....	100 ft., by half the block....	23126	" 45 ".....	33,000 00	1855
48	28th-street, bet. 6th and 7th avenues....	100 ft. front, by 100 ft. deep	13800	{ 4 " 45 2 wings, 24 by 26 and 26 by 39 ft. }	33,000 00	1854
49	37th-street, between 2d and 3d avenues.	100 ft. front, by 125 ft. deep	9900	{ 4 stories high, 50 ft. front by 125 ft. deep : 2 wings, each 20 by 40 ft. }	34,000 00	1855
50	20th-street, between 2d and 3d avenues..	100 ft. front, by hf. the block	13000	4 stories high, 100 ft. front by 50 ft. dp.	29,000 00	1855
51- 52	In process of erection on 44th-street.... 206th-street, on King's Road.....	100 ft. front, by 200 ft. deep	.....3	" 38 78 "	14,000 00	

Primary School.	Location.	Size of Lot.	Cost of Site.	Character and Size of Building.	Cost of Buildings.	Date of Erection.
No. 1	Ludlow-street, near Delancy.....	{ 75 ft. on Ludlow-st., 87 ft. 10 in. deep..... }	\$9500	2 stories high, 45 ft. front by 82 ft. dp.	\$9,829 13	1843
2	103 Bayard-street, near Baxter .....	25 ft. front, 95 ft. deep.....	Leased	{ 3 " 25 62 " }	5,000 00	1846
3	100 Cannon-street, near Stanton.....	25 " 100 " .....	2500	3 stories high, 25 ft. front by 45 ft. deep.....	.....	1834
4	401 Cherry-street, near Scammel.....	21 " 85 " .....	2500	{ 3 " 22 40 " }	3,500 00	1839
5	6th-st., bet. Ays. B & C. und. Baptist Ch.	Same as No. 23.....	Leased	Leased.		
6	61 Thompson-street.....	.....	Leased	Same as No. 23.		
7	174 Amos-street, near Washington.....	25 ft. front, 62 ft. deep.....	4000	{ 3 stories high, 25 ft. front by 40 ft. dp. }	5,000 00	1844
8	Mott-street, near Canal.....	25 ft. front, 50 ft. deep.....	2000	{ 2 stories high, 25 ft. front by 50 ft. deep. }	4,000 00	1839
9	36 Stanton-street, near Chrystie.....	.....	Leased	Leased.		
10	16 Cannon-street, near Broome.....	.....	Leased	Leased.		
11	461 Greenwich-st.....	25 ft. front, 100 ft. deep.....	Leased	{ 3 stories high, 25 ft. front by 62 ft. dp. }	5,000 00	1845
12	Basement Church in 20th-st., near 7th av.	.....	Leased	{ 2 stories high, 25 ft. front by 62 ft. dp. }		
13	Downing-street, near Bleecker.....	.....	.....	(See table alterations and additions).	5,000 00	1849
14	98 Seventeenth-street, near 7th avenue..	25 ft. front, 95 ft. deep.....	3000	{ 3 stories high, 25 ft. front by 62 ft. deep. }	6,000 00	1845
15	3 Stone-street .....	25 ft. front, 100 ft. deep.....	8000	{ 3 " 25 62 " }	5,000 00	1846
16	25th-street, bet. Madison and 4th aves..	25 ft. front, 100 ft. deep.....	4000	{ 3 " 25 62 " }		
17	43d-street, corner 8th avenue .....	.....	Leased	Leased.		
18	Waverly Place, n. Bank and Hammond.	50 ft. front by 66 ft. deep.....	5000	2 stories high, 26 ft. front by 66 ft. dp.	7,000 00	1839
19	283 West Eighteenth-street.....	25 ft. front, 100 ft. deep.....	3000	{ 3 stories high, 25 ft. front by 62 ft. dp. }	5,000 00	1845
20	Rear of 147 Clinton-street.....	40 " 50 " .....	2500	{ 3 stories high, 25 ft. front by 40 ft. deep. }	4,000 00	1839
21	Rivington-street, near Goerck.....	36 " 100 " .....	4000	{ 3 " 25 " 45 " }	5,000 00	1839
22	Corner Houston and Eldridge streets.....	.....	Leased	Leased.		
23	11th-street, between 3d and 4th avenues..	.....	Leased	Leased.		



Primary Schools.	Location.	Size of Lot.	Cost of Site.	Character and Size of Building.	Cost of Buildings.	Date of Erection.
24	Horatio-street, near 8th avenue.....	.....	Leased	Leased.		
25	545 Greenwich-street.....	25 ft. front, 100 ft. deep....	Leased	3 stories high, 25 ft. front by 62 feet dp	\$5,000 00	1846
26	84th-street, near 4th avenue.....	.....	Leased	Leased.		
27	37th-street, bet. 10th and 11th avenues.....	75 ft. front, 107 ft. deep..	3900	3 stories high, 58 ft. front by 100 ft. dp.	19,000 00	1854
28	23d-st. and 2d ave. (Demilt Dispensary.).....	.....	Leased	Leased.		
29	19th-st., bet. 1st avenue and avenue A.....	83 ft. front, 92 ft. deep....	7200	3 stories high, 40 ft. front by 90 ft. dp.	13,000 00	1854
30	Ward's Island.....	.....				
31	Second-street and avenue C.....	.....				
32	186th-st., n. 11th ave. (Ft. Washington)	.....				
Colored						
Schools.						
No. 1	135 Mulberry-st., bet. Grand and Hester.....	50 ft. front, 100 ft. deep....	6000	2 stories high, 36 ft. front by 75 ft. deep	6,000 00	
2	51 and 53 Laurens-street.....	50 " 98 " .....	5000	3 " 32 " 75 "	6,000 00	
3	Discontinued.....	.....				
4	117th-street, near 2d avenue.....	.....	Leased	Leased.		
5	19 Thomas-street.....	.....	Leased	Leased.		
6	1169 Broadway.....	.....	Leased	Leased.		
Colored						
Primry						
No. 1	15th street, near 7th avenue.....	.....	Leased	Leased.		
2	Rear German Ch., 2d-st., near av. C.....	.....	Leased	Leased.		
3	Rear German Ch., 2d-st., near av. C.....	.....	Leased	Leased.		





## PRIMARY SCHOOL No. 24.

---

Primary School No. 24 is situated in Horatio-street, between Hudson street and Eighth avenue, in the Ninth Ward.

The lot on which it is built is  $50 \times 87\frac{1}{2}$  feet, and cost \$6,500.

The main building is 36 by 87 feet, with wings on both sides, front and rear,  $7 \times 22$  feet each, making the entire front 50 feet.

The basement front is constructed of brown stone, the front of the upper stories is faced with Philadelphia pressed brick, with brow stone trimmings, which give it a very neat and attractive appearance.

The appearance of the front, the arrangement of the interior, location of the stairs, play-rooms, class-rooms, &c., may be readily seen by referring to the accompanying "front elevation" and plans Nos. 1, 2, 3 and 4.

The heights of the several stories are as follows:—Cellar and basement, each 8 feet; first and second stories, each 13 feet, all in the clear.

The building is heated throughout with Cannin's Hot Water Furnaces.

The openings to cellar and play-rooms are furnished with sash doors, which are kept open or shut, according to the temperature of the weather.

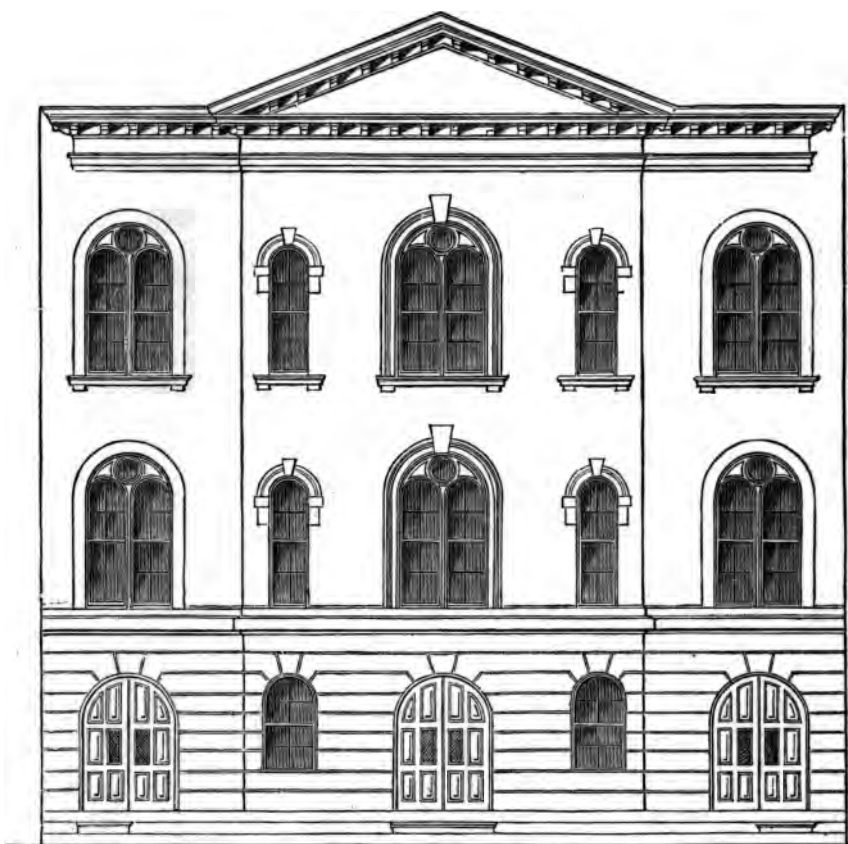
The rear stairs are built of stone, and enclosed with brick, which renders them fire-proof.

The main room is furnished as usual, with writing-desks and chairs; the gallery and class-rooms with open back settees.

The entire cost, including lot, building, furniture, and heating apparatus, was \$23,646 04.

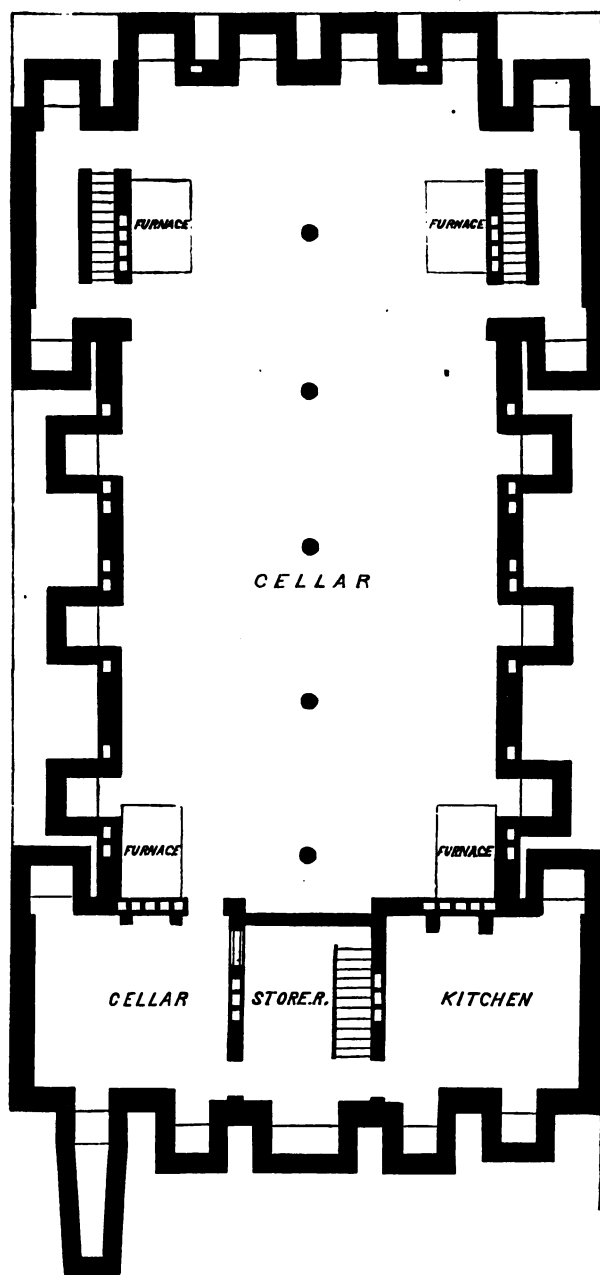
The annexed cuts, Nos. 1, 2, 3 and 4, are the same as were used in last year's report for schools Nos. 5 and 8, no improvement in the interior arrangements having been suggested. No. 24 was completed on the same plan, the dimensions varying slightly. These schools were built from designs and drawings made by the Superintendent of school buildings.





**FRONT ELEVATION PRIMARY SCHOOL No. 24, IN HORATIO-STREET, 9th WARD.**

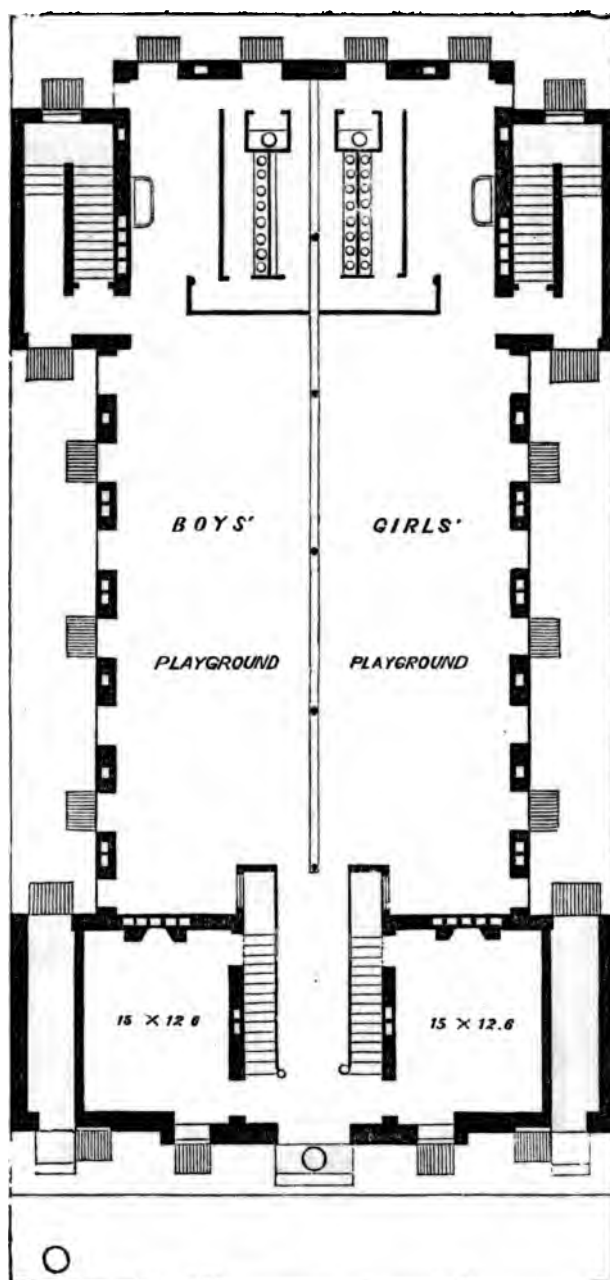




No. 1.—PLAN OF CELLAR, PRIMARY SCHOOL No. 24.

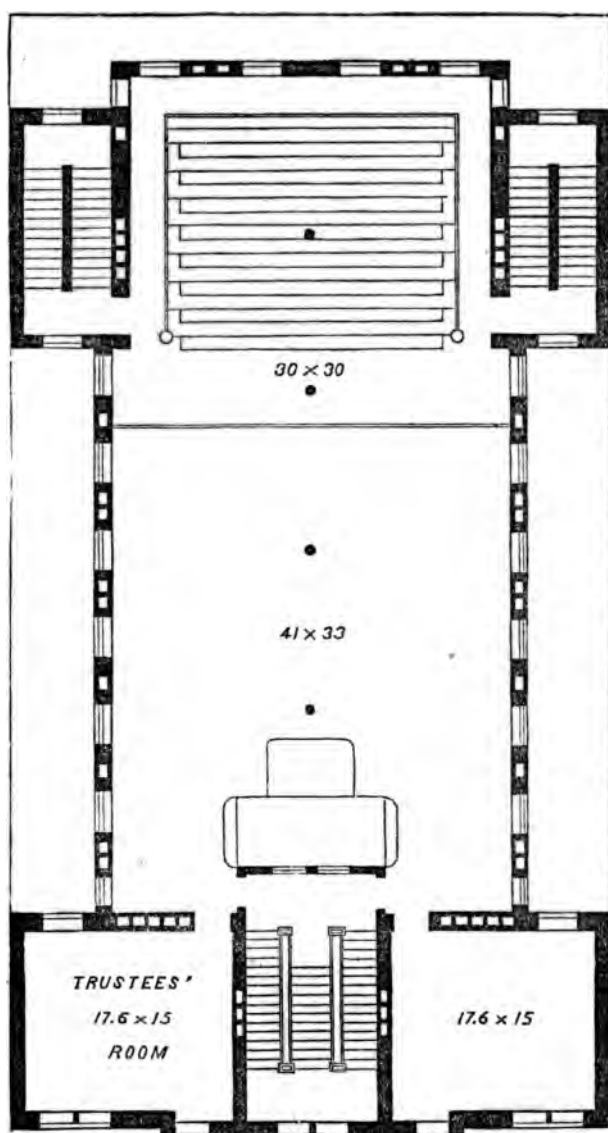






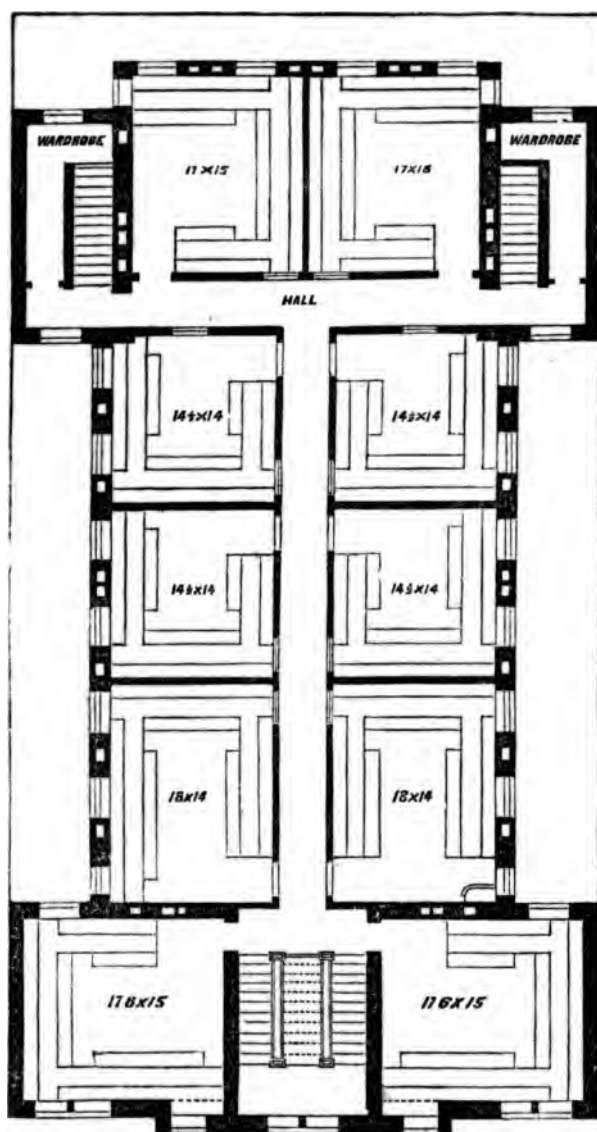
No. 2.—PLAN OF BASEMENT, PRIMARY SCHOOL No. 2.





NO. 3.—PLAN OF PRINCIPAL STORY, PRIMARY SCHOOL No. 24.





No. 4.—PLAN OF SECOND STORY, PRIMARY SCHOOL No. 24



## GRAMMAR SCHOOL No. 51.

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Grammar School No. 51 is situated in Forty-fourth street, between the Tenth and Eleventh avenues, in the Twenty-second Ward, and contains a Primary Department for both sexes, and a Grammar Department for boys.

The site contains four city lots, being 100 feet front, by 100 feet 5 inches deep, and cost \$4,800. The cost of the building, including furniture and heating apparatus, was \$33,710 61, making the total cost of site and building \$38,510 61.

The main building is 43x94 feet, with wings both front and rear; the rear wings are 24x24 feet; the front wings are 18½x23 feet, making the entire front 80 feet. The first story (or basement) front, is built of brown stone, the remaining stories are faced with Philadelphia pressed brick, and brown stone trimmings.

The height of the basement is 9 feet; Primary Department 14 feet; Grammar Department 17 feet; third and fourth story class rooms 14 feet, all in clear.

The openings to play-rooms are furnished with sash doors, which are kept open or shut, as the temperature of the weather may require.

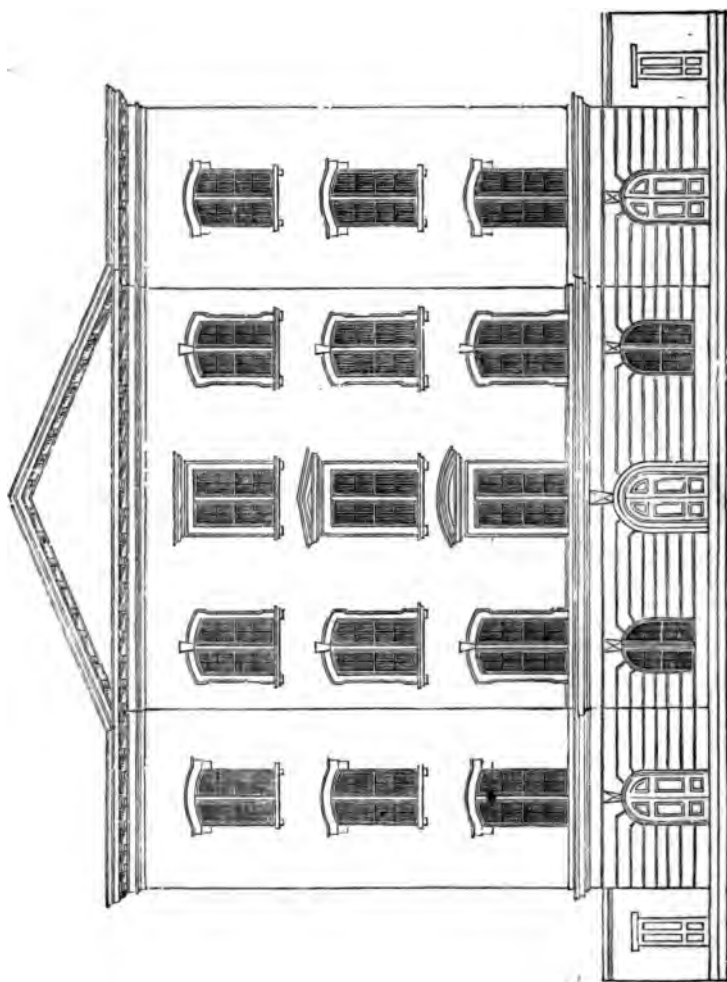
The rear stairs are built of stones, and enclosed with brick, which renders them fire-proof.

The building is furnished with desks and settees in the main-rooms, and class-rooms, as usual; "Harrison's Combination of Steam and Hot Water Heating Apparatus" for warming purposes; gas pipes to every room in the building; pipes and fixtures for Croton water in each department; bells to communicate from the Teachers' desks to various class-rooms, play-rooms, and Janitor's rooms; and drains from the cesspools, sinks, and rain-water leaders to street sewer.

The appearance of the building, the size and situation of the "main rooms" of the several departments, the location and size of the class-rooms (numbered from 1 to 18) will be readily understood by referring to the accompanying "Front" and "Side Elevation," and plans Nos. 1, 2, 3 and 4.

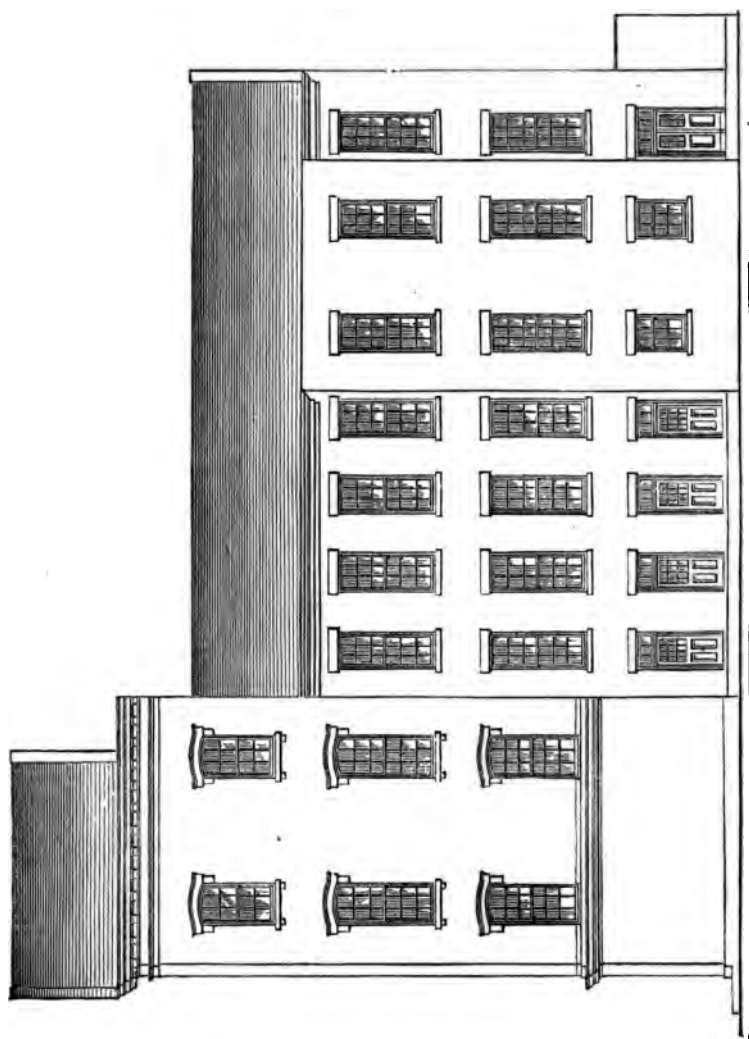






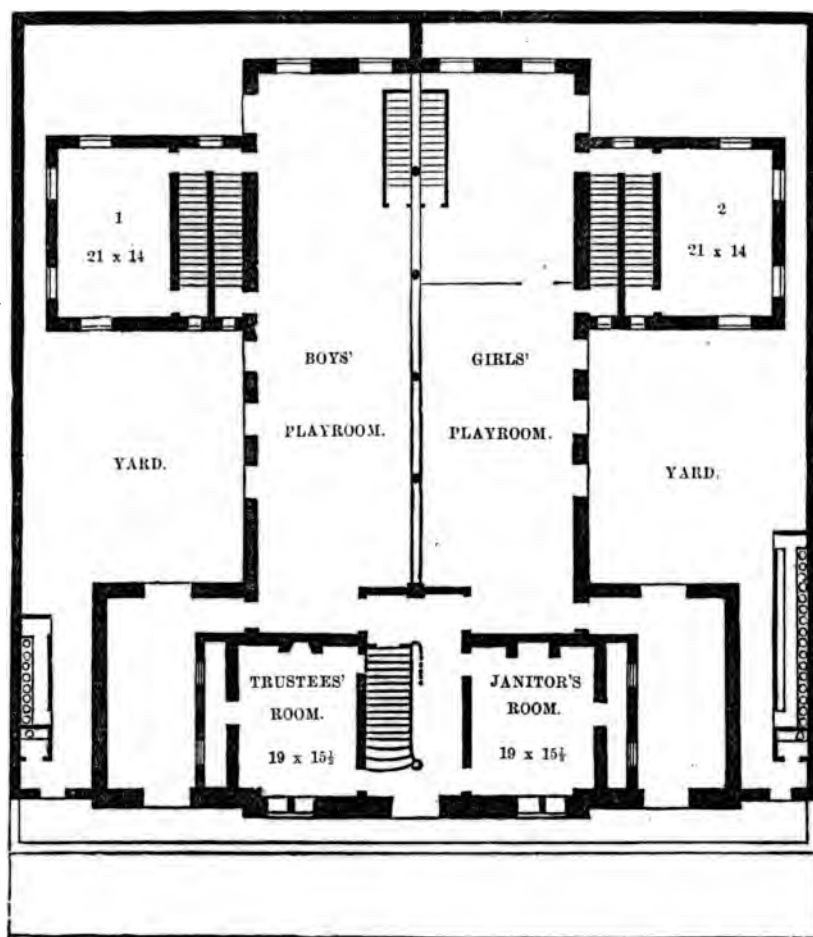
FRONT ELEVATION WARD SCHOOL No. 61, in 4th-STREET, 32nd WARD.



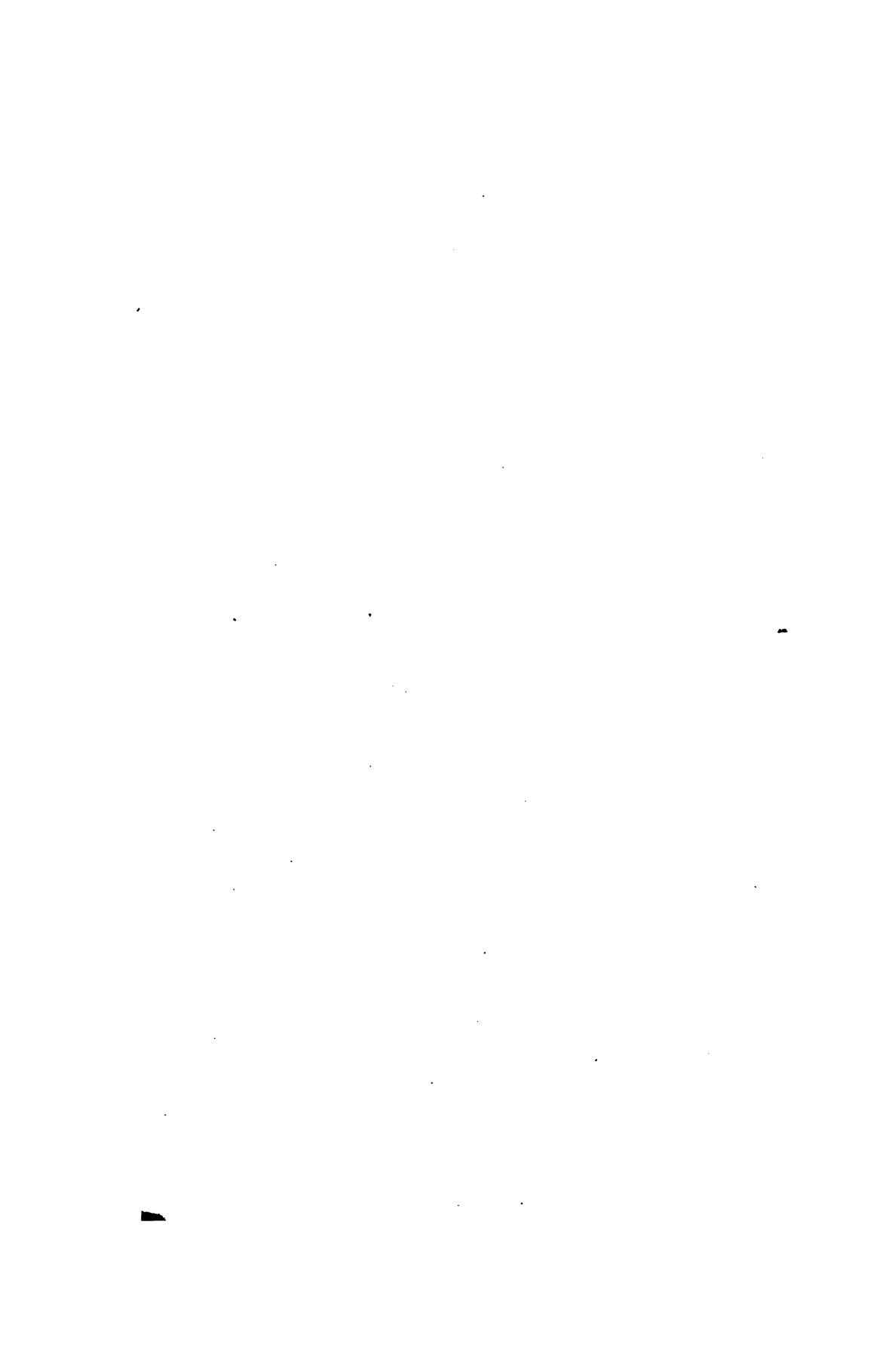


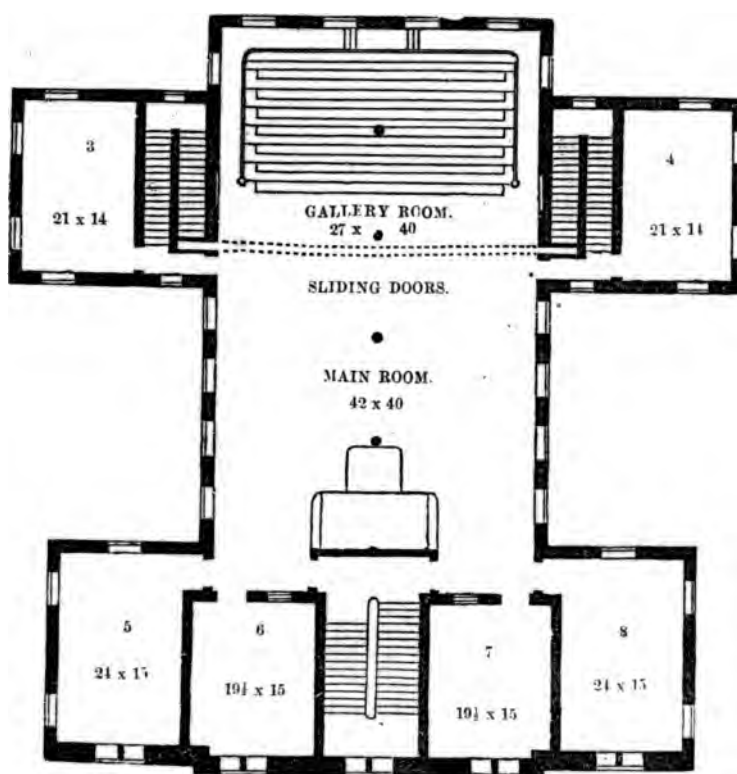
SIDE ELEVATION, WARD SCHOOL No. 51.





**NO. 1.—PLAN OF BASEMENT AND YARDS, WARD SCHOOL, No. 51**

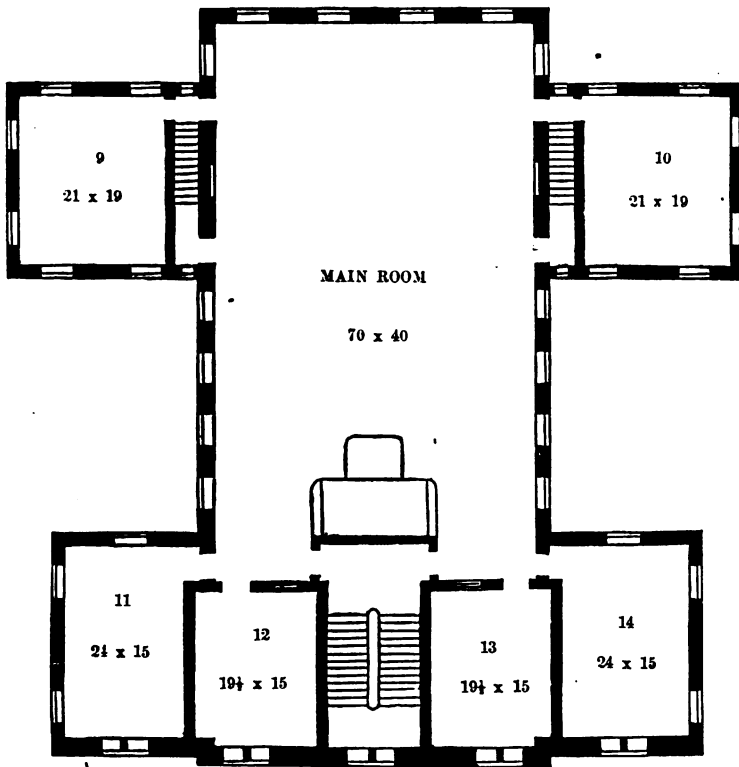




No. 2.—PLAN OF PRIMARY DEPARTMENT, WARD SCHOOL No. 51.

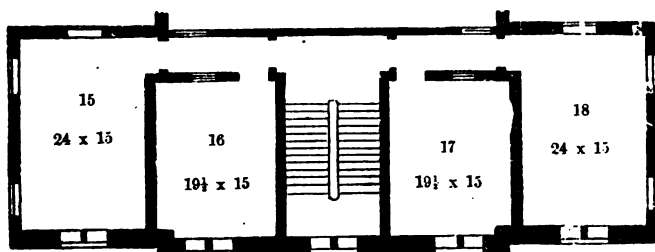






No. 3.—PLAN OF GRAMMAR DEPARTMENT, WARD SCHOOL No. 51.





**No. 4.—PLAN OF FOURTH STORY (CLASS ROOMS,) WARD SCHOOL No. 5.**



## PRIMARY SCHOOL No. 32.

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Primary School No. 32 is situated in One Hundred and Eighty-sixth street, near Eleventh avenue, in the Twelfth Ward.

The site on which it is located contains eight city lots, being 100 by 200 feet, and cost \$2,000.

The main building is 78 feet front by 40 feet deep, with an addition on front and rear of 15x20 feet each.

The building (which is one story high) is constructed of brick, and is covered with a tin roof; the walls are of sufficient thickness to allow additional stories to be added, whenever the acquirements of the neighborhood shall exceed the present accommodations.

The entire cost, including land, building, furniture, stoves, fences and well, was \$10,040.

The school is intended for both sexes; the division of the interior into "main room" class-rooms Nos. 1, 2, 3, 4; ward-robres Nos. 5 and 6, and lobbies Nos. 7 and 8; as also the exterior of the building may be seen by referring to the annexed "Elevations" and "Plans."

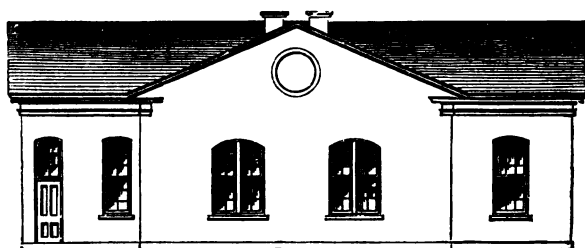




**FRONT ELEVATION, PRIMARY SCHOOL No. 32, in 186th-STREET,  
TWELFTH WARD.**

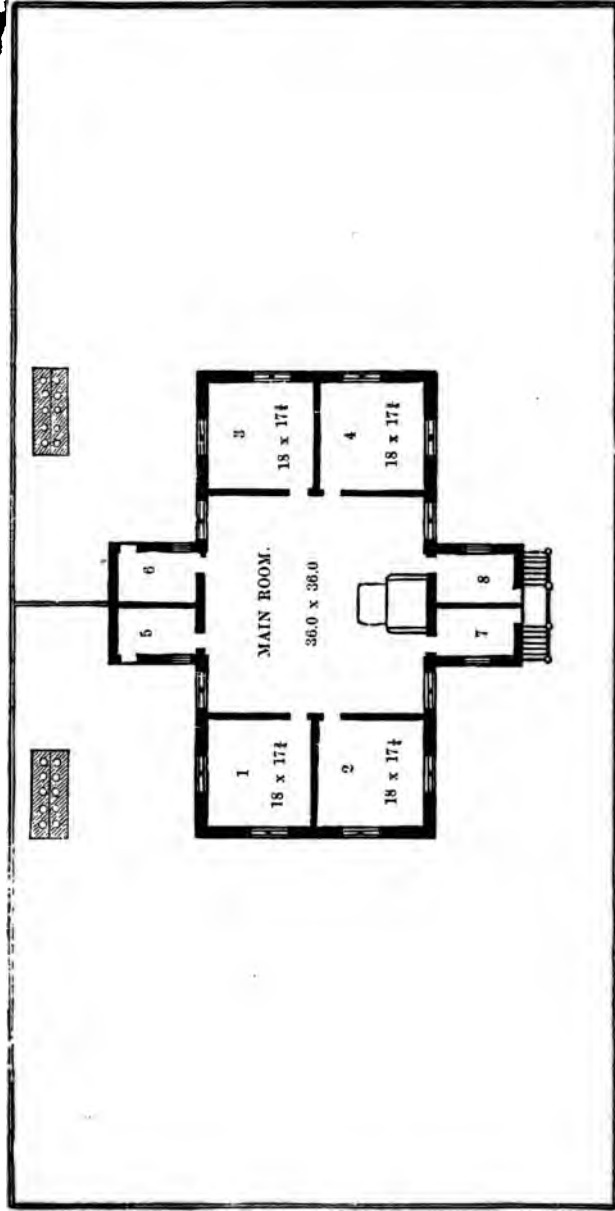






**SIDE ELEVATION, PRIMARY SCHOOL No. 37.**





PLAN OF PRIMARY SCHOOL No. 32.

1

## WARD SCHOOL No. 21.

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Ward School No. 21 is located in Marion street, near Prince street, in the Fourteenth Ward, being re-built on the site of the former edifice.

The lot has a front of 75 feet, is 100 feet deep, and cost \$10,600. The cost of the building, including furniture, heating apparatus, gas and water pipes, flagging, &c., complete, was \$32,290 55, making a total cost of \$42,890 55.

The main building is 43 feet by 90 feet; rear extension for stairs 10 by 19 feet; two wings on rear 16 by 22 feet each, and two wings on front 16 by 25 feet each, making the front of the building the entire width of the lot 75 feet.

There is a cellar the full size of the building (except rear wings, and extension for rear stairs), furnishing ample room for fuel and furnaces for warming the building.

The openings to cellar and play-rooms are furnished with sash doors, to admit light, and which may be kept open or closed, as the state of the weather may demand.

The height of the cellar is 8 feet; basement (or play-rooms, &c.), 9 feet; Primary Department 14 feet; Girls' Department 14 feet; Boys' Department 15 feet, all in clear.

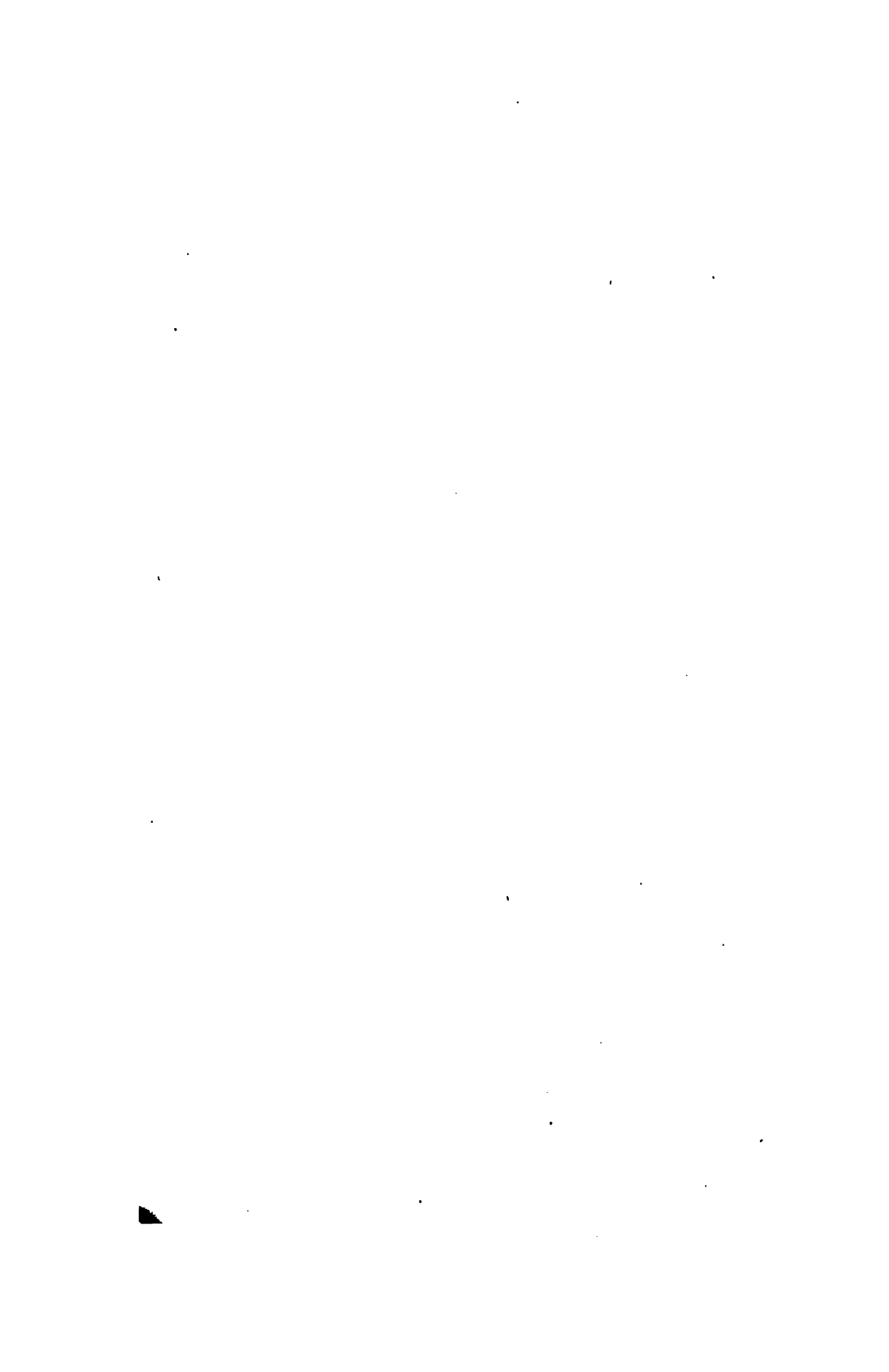
The rear stairs and stairway are constructed wholly of stone and brick, consequently are fire-proof.

The front and cornice of the basement story, the quoins and window trimmings of the upper stories, are of polished brown stone; the front of the upper stories is faced with Philadelphia pressed brick; the main cornice is painted and sanded in imitation of brown stone; a very correct idea of its appearance and proportions may be formed by referring to the accompanying engraving, entitled "Front Elevation."

The building is warmed with "Harrison's Combination of Steam and Hot Water Heating Apparatus."

The "main rooms" of the several departments are furnished with writing-desks and chairs; the class-rooms, numbered from 1 to 19 on plans Nos. 3, 4 and 5 (except Nos. 11 and 18), and the gallery room, are furnished with open-back class-room seats; rooms Nos. 11 and 18 are furnished with drawing desks and chairs. The room marked A on plan No. 2, is used as a meeting-room for Trustees. The situation and dimensions of the various rooms in the several departments, may be readily ascertained by consulting the annexed plans Nos. 1, 2, 3, 4 and 5.

All the rooms are supplied with pipes for gas; also Croton water fixtures and pipes on each floor; water closets, cess-pools, yard and rain water leaders, are all connected with drains leading to the street sewer.



## WARD SCHOOL No. 10.

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Ward School No. 10, on the easterly side of Wooster-street, near Bleecker-street, in the Fifteenth Ward, has been rebuilt on the ground formerly occupied by "Public School No. 11," erected by the "Public School Society" in 18—.

The size of the lot is 75 feet front on Wooster-street, by 100 feet deep, and valued in 1853, at \$12,000.

The building is arranged and constructed upon the same general plan as "Ward School No. 21," the design and drawings for which were furnished by the Superintendent of school buildings; the description of No. 21, and accompanying engravings, will therefore answer for No. 10.

The building is warmed by four of "Brown's Hot Water Furnaces," located in the cellar.

The arrangement of the furniture is somewhat different from No. 21, the "main rooms" of all the departments being seated with fancy open-back settees. The gallery in Primary Department is seated with settees as usual. Class-rooms Nos. 1, 2, 6, 9, 13 and 16 have open-back class-room settees.

Rooms Nos. 7, 8, 10, 12, 14, 15, 17, and 19, are furnished with writing desks and chairs. Rooms Nos. 11 and 18 are furnished with drawing desks and chairs.

The location of the various rooms referred to by numbers, &c., can be readily ascertained by consulting the annexed plans Nos. 3, 4 and 5.

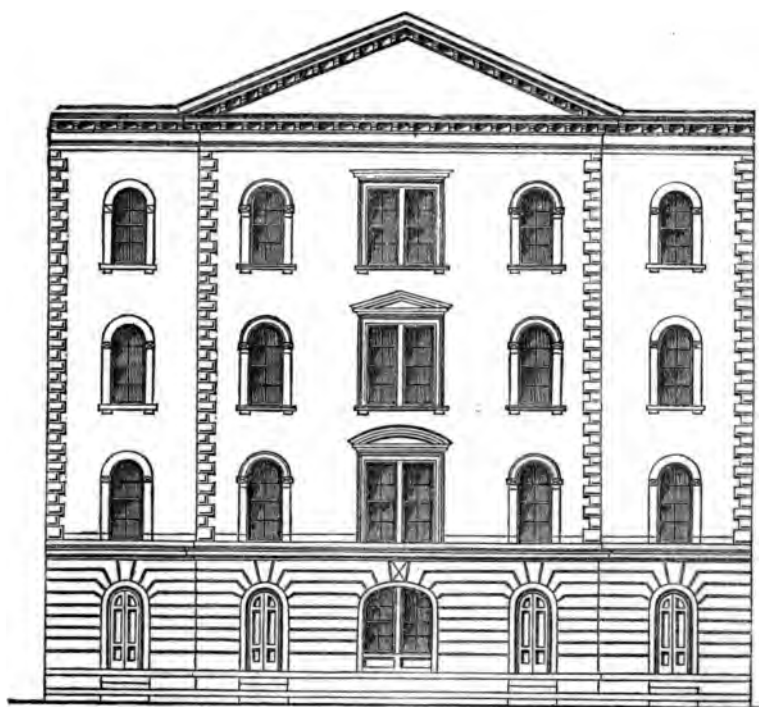
The room marked "A," on plan No. 2, is occupied by the Janitor, who resides in the building.

The boys' and girls' play-rooms, on plan No. 2, contains twenty wardrobes (built against the centre partition and piers) for scholars' clothing, each wardrobe being furnished with hooks, numbered from one and upward, and numbered also to correspond with the various classes.

The entire cost of building, furniture, and heating apparatus (exclusive of lot), was \$32,548 70.

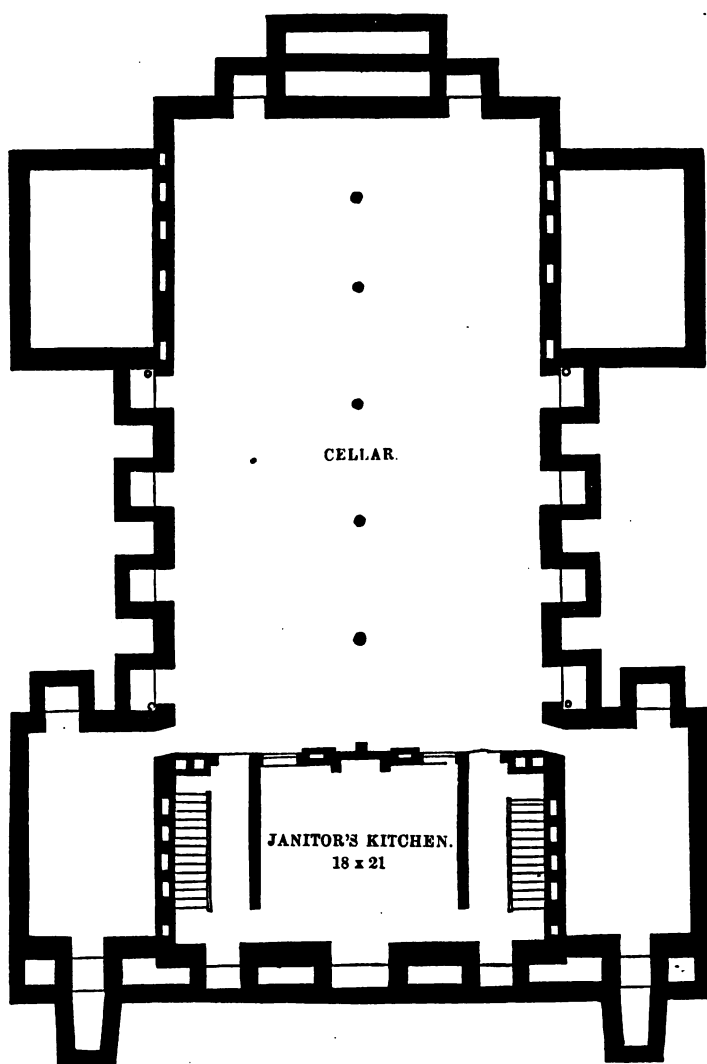






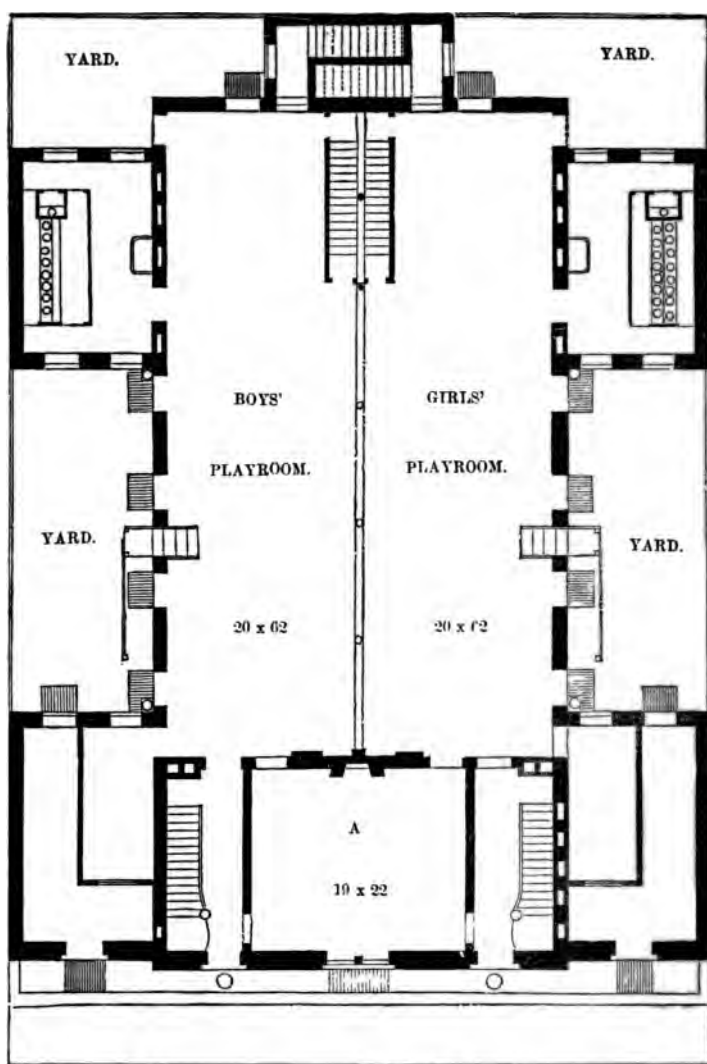
**FRONT ELEVATION WARD SCHOOL No. 21, IN MARION-STREET, 14th WAR  
AND WARD SCHOOL No. 10, IN WOOSTER-STREET, 15th WARD.**



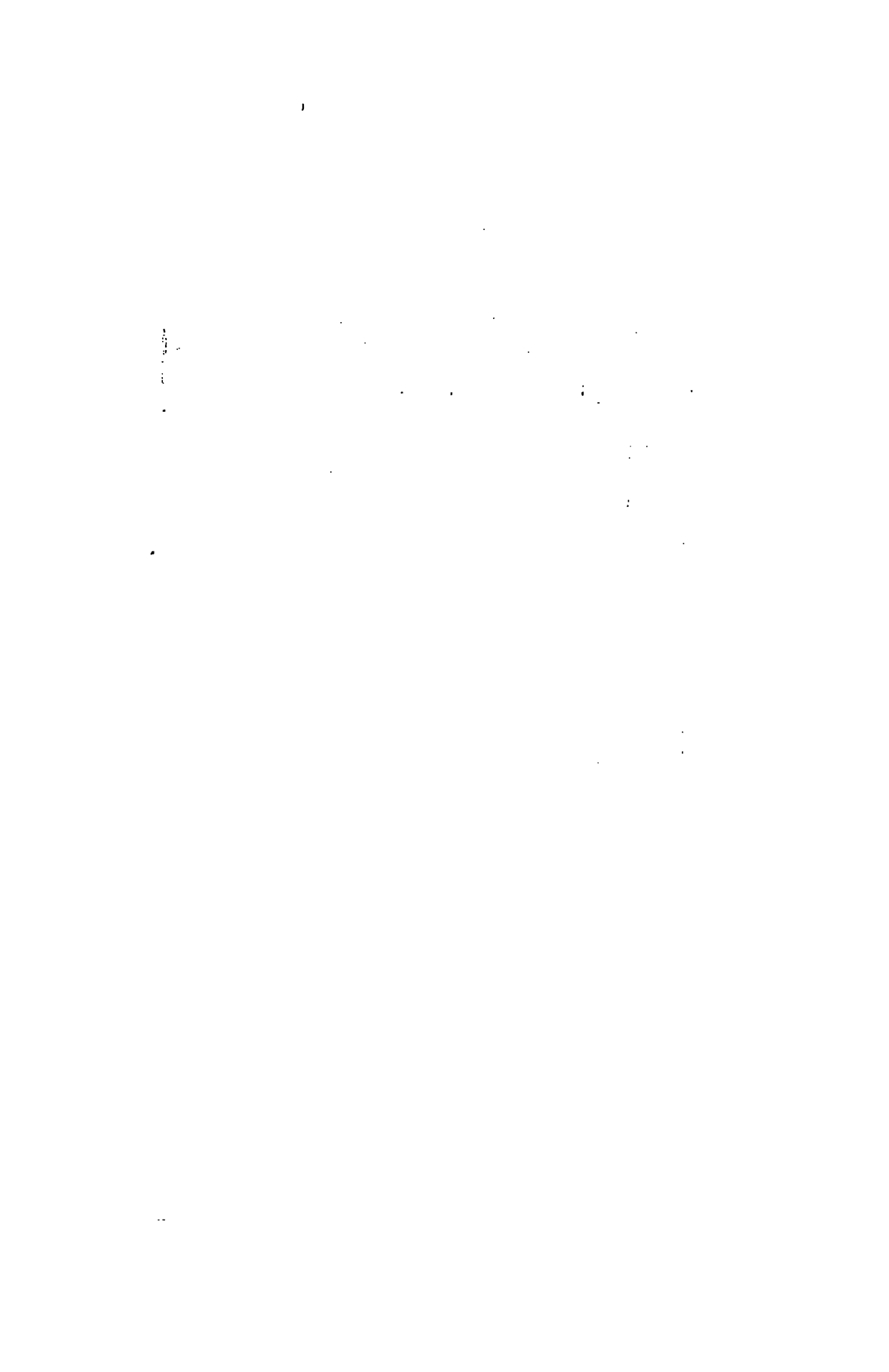


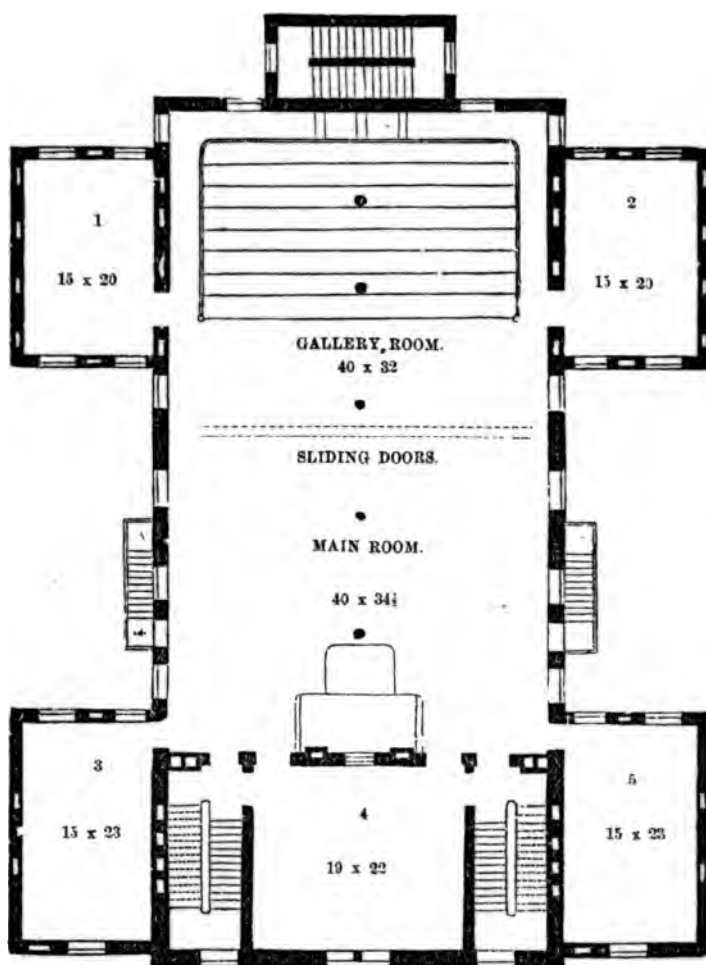
No. 1.—PLAN OF CELLAR, WARD SCHOOLS Nos. 21 AND 10.





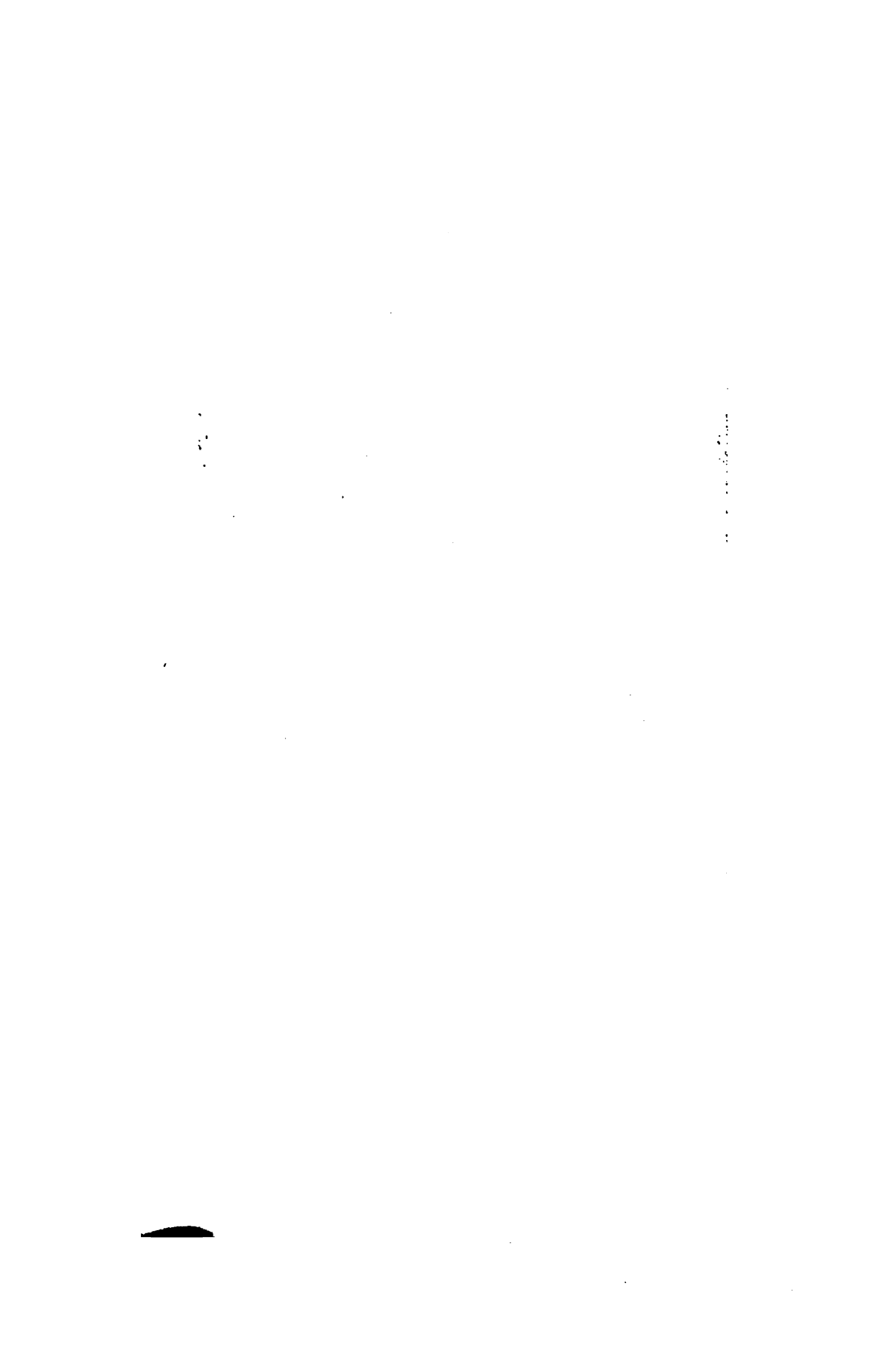
**No. 2.—PLAN OF BASEMENT AND YARDS, WARD SCHOOLS Nos. 21 AND 10.**

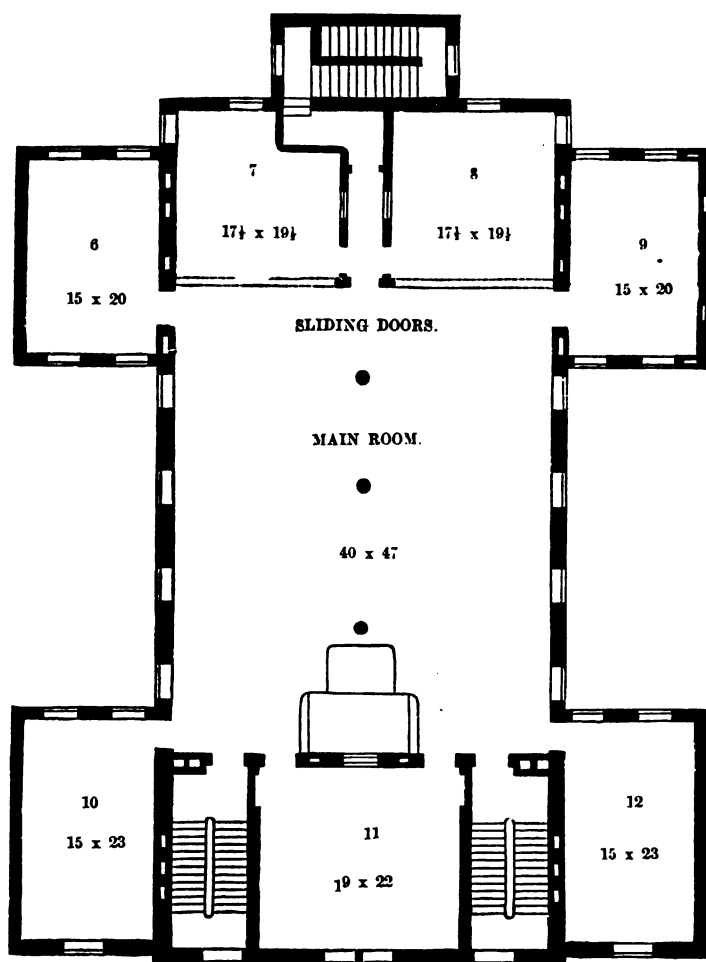




**No. 3.—PLAN OF PRIMARY DEPARTMENT, WARD SCHOOLS Nos. 21  
AND 10.**

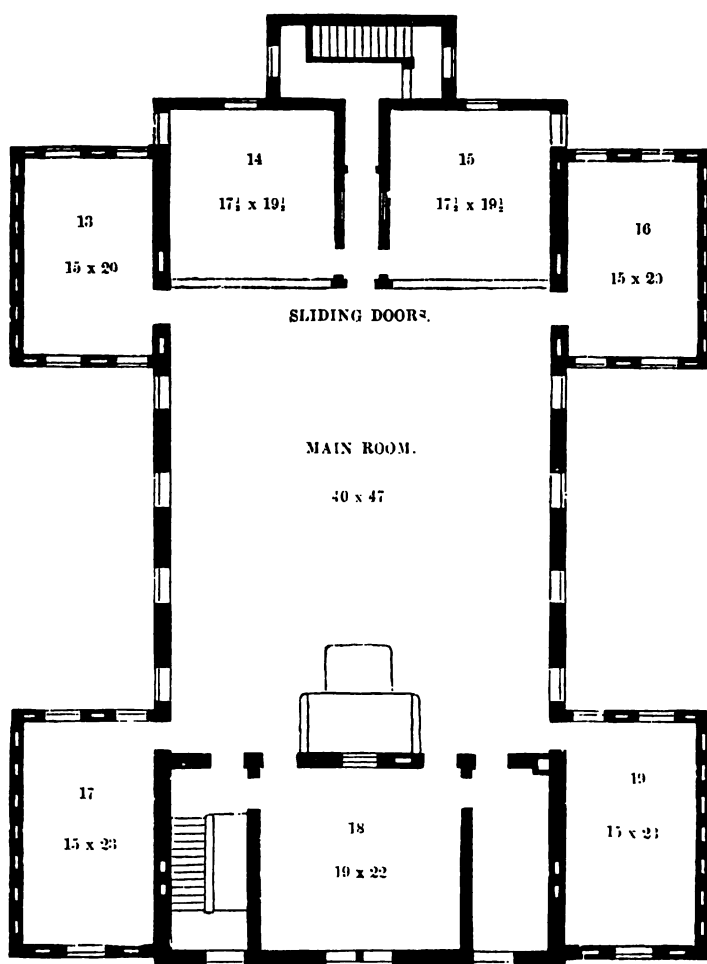






No. 4.—PLAN OF FEMALE DEPARTMENT, WARD SCHOOLS Nos. 21 AND 10.





No. 5.—PLAN OF MALE DEPARTMENT, WARD SCHOOLS Nos. 2 AND 10.



# REPORT.

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CITY SUPERINTENDENT'S OFFICE,  
*New-York, December 29, 1858.* }

*To the Honorable the Board of Education :*

The undersigned, City Superintendent of Schools, has the honor to submit, for the information of the Board, the following Report :

## CONDITION OF THE SCHOOLS.

The system of public instruction in the city and county of New-York, as organized by the Board of Education, in accordance with the provisions of the existing law, comprises a Free Academy for the complete collegiate education of boys ; four Normal Schools for the instruction of teachers ; fifty-seven Ward Schools, including fifty-one grammar-schools for boys, forty-eight grammar schools for girls, and fifty-five primary departments for both sexes ; thirty-five primary schools ; forty-two evening schools (twenty-three of which are for male and nineteen for female pupils,) and eleven corporate schools. The number of pupils under instruction in the Free Academy is 775 ; in the boy's grammar schools, 29,309 ; girl's grammar-schools, 26,991 ; primary departments, 59,276 ; primary schools, 23,760 ; evening schools, about 20,000 ; normal schools, 850, and corporate schools, 10,697. The whole number on register in the several ward and primary schools and departments is 139,441, and the average attendance 51,430.

The whole number of teachers employed in the several schools under the charge of the Board is 1,400 ; two hundred of whom are males and twelve hundred females. There are also eleven corporate

institutions in different sections of the city, which participate in the distribution of the school fund, but are in no other respect under the jurisdiction of the Board.

The whole amount of money expended during the past year to December 29, for the maintenance and support of these schools, was \$1,166,266 99, of which sum \$556,445 93 was paid for the salaries of teachers in the ward schools and janitors of the school buildings; \$288,810 13 for the erection of new school-houses, the purchase of sites, and repairs and alterations of existing edifices; \$25,217 08 for the purchase of fuel; \$105,328 31 for books, stationery and school apparatus; 23,398 51 for salaries of superintendents, clerks and officers of the Board; \$45,834 73 for support of the Free Academy, including repairs; \$64,515 03 for support of evening schools; \$11,290 22 for support of normal schools; and \$45,427 05 for contingent expenses connected with the administration of the system.

Of the aggregate sum thus expended, \$212,889 55 were apportioned by the State Superintendent from the income of the Common School Fund, and the balance raised by taxation on property in the city of New-York.

The Superintendent is happy in being able to state, that at no preceding period in the history of the system have the schools of the city, collectively considered, been in a more flourishing condition. With very few exceptions, in unfavorable localities, a decided advancement has been made, during the past year, in both the grade and scholarship of the several departments—the average attendance has been considerably increased, and the general character and efficiency of the schools have been sensibly augmented. The course of instruction prescribed by the Board has been more fully and generally carried out than has heretofore been found practicable; while in many of the schools and departments additional branches of study have been pursued. The order, discipline and drill of the schools are deserving of the highest commendation; and the attainments in music, singing, penmanship, drawing, embroidery, composition and declamation, very generally creditable to both pupils and teachers. The vigorous and spirited emulation among the several schools, excited by the annual examinations, and by the publicity given to the results, has very perceptibly increased the standard of instruction, and carried forward the attainments of the pupils;

while at the same time a greater approximation to uniformity in the course of instruction and discipline of the several schools has been secured, than has at any previous period been found attainable.

During the past year, a very thorough and searching examination of all the classes in the several Ward Grammar, and Primary Schools and Departments, has been made, the results of which have, from time to time, been communicated to the Board. From this examination, it appears that the whole number of pupils then on register in the several grammar schools for boys was 13,617, with an average attendance during the month preceding the examination of 12,092—the whole number on register in the several female departments 11,493, with an average attendance of 9,440; the whole number on register in the several primary departments, 28,800, with an average attendance of 22,377; and the whole number on register in the several primary schools, 12,301, with an average attendance of 8,339; making the aggregate number of pupils on register, in all the grammar and primary schools and departments, at the date of the examinations, respectively, 66,211, and the average attendance, 52,248. In the male departments of the grammar schools, the proficiency and advancement of the several classes, during the preceding year, as well as the absolute standard of scholarship, was found decidedly inferior to those of the female departments—the general average of scholarship in the former amounting to little more than one half, while in the latter, it was nearly three fourths, and the grade of the several classes averaging considerably higher in the female than in the male departments. The only grammar school in which the average number of pupils passing a good examination in the various branches of study prescribed by the Board, amounted to seven eighths of the whole number presented in all the classes, was the junior department of the female school in Twelfth-street (15th Ward); while the only male grammar school, in which such average amounted to three fourths or six eighths, was the Boys' School in Thirteenth-street, in the same Ward. This latter standard was, however, reached by nineteen female grammar schools, in different sections of the city. Out of the several classes in the male departments, seven only were found to have attained to an average grade of seven eighths in all the studies in which they were examined, while in the female departments, this average grade was attained or exceeded by forty four classes.



In the primary departments, the general average of the grade of scholarship was found to be a fraction over three fourths, and in the primary schools, a little below this standard. In the former class of schools, the average number of pupils in the several classes was found to be 79—a number far too large to be efficiently instructed by one teacher. These departments average considerably more than 600 pupils each, and in several of them, the daily attendance exceeds 800; indicating the necessity for the establishment, at as early a period as may be practicable, of additional primary schools in the several Wards where these departments are now so exceedingly crowded.

#### COURSE OF INSTRUCTION.

The attention of the Board has repeatedly been directed by this department to the urgent necessity of such a modification of the course of study heretofore prescribed by its authority, as will secure a practical uniformity of instruction in all the schools, and relieve a large portion of them from the severe pressure upon their time, and upon the mental faculties of their pupils, which the existing course demands. In our system, the lessons are principally required to be prepared out of school hours, and the entire school sessions are devoted to hearing recitations. In many of the classes, from eight to ten different studies are prosecuted, and in some of the highest, as many as twelve are required; and these are so arranged, that the greater part of them must be continuously pursued as a portion of each day's instruction. To accomplish these tasks, in any degree adequately and thoroughly, demands, on the part of the pupil, the entire devotion of all his time, and the inevitable consequence is, that while the ambitious, faithful, and conscientious pupil is greatly overtasked, a large proportion of the class, unable or unwilling to accomplish the required work, pass over it in an imperfect and superficial manner, and speedily fall so far behind their more industrious companions, as utterly to discourage them in their scholastic progress. It has also been found, that while, in some schools favorably located, and attended by a class of pupils whose time is wholly at their disposal, the course of instruction thus prescribed can be fully carried out, and other and higher branches superadded; in others, unfavorably located, and where the attendance is necessarily very irregular, it is impossible, even nominally, to conform to the course.

In my judgment, the course of instruction should be so arranged that its requisitions can, without difficulty, be carried out fully, faithfully, and efficiently, by every department and school in the city; and this, too, without demanding of any pupil such an amount of time as to deprive him or her of that necessary relaxation and exercise which are indispensable to health, as well of body as of mind. To accomplish this desirable object, it seems to me only necessary that the different grades or classes should be more clearly and distinctly defined—that they should be increased in number, and distributed more judiciously through the different departments—and that fewer branches of study should be assigned to each grade. If the work of primary instruction—the instruction of children between the ages of four and seven years, in the rudimentary branches exclusively, were to be appropriated and confined to the primary schools—that of children between the ages of seven and ten, to the primary departments, comprising the branches of study now included in the first classes of those departments, and the fourth and fifth of the grammar schools—and that of the grammar departments spread over a wider range of classes and grades, with fewer studies in each, excluding the studies properly appertaining to schools of a higher grade, and supplying their place, if necessary, with others of more immediate practical utility not now included in the course—I am convinced, the education thus conferred upon the pupils of our public schools would be far more valuable and thorough than it now is. The suggestions and recommendations, under this head, contained in the report of Assistant Superintendent Kiddle, of last year, will be found very valuable, and I respectfully commend them, in this connection, to the attention of the Board.

The principle cannot be too frequently or fully inculcated and acted upon, that the foundation of education must be thoroughly and durably laid in the primary schools and primary departments. If these important branches of the system are overlooked or neglected, or superficially attended to, all subsequent progress will be fatally and permanently impeded. No effort or pains have been spared by the officers of this department, having immediate charge of this portion of the system, to place it upon a proper basis, and to give to it that prominence which it so well deserves. Their labors in this direction, have, however, been rendered to a very great extent abortive, by the constant pressure upon these schools and departments,

especially the latter; of a greater number of children than can be suitably and properly instructed or disciplined within the limited accommodations provided for their reception, and with the supply of teachers assigned to each department. By such an arrangement as that to which I have referred, this injurious pressure might be very materially lessened, if not entirely averted; and an opportunity be afforded to render the course of elementary instruction much more perfect and complete.

#### ORDER AND DISCIPLINE.

The general order and discipline prevailing in the several schools, under the charge of the Board, cannot be too highly commended. By the introduction of musical exercises, at the opening and close of each department, and at proper intervals, during the course of instruction, very great facilities have been afforded to the teachers, in this respect; while the beautiful and instructive sentiments inculcated by the devotional and other songs which make up so prominent a part of their exercises, constitute a most valuable medium of moral and religious instruction—imbuing the young and ductile minds of the children with the purest lessons of virtue and truth, clothed in the most pleasing and attractive garb, and permanently associating these lessons with the innocence and happiness of the spring-time of life. I regard the instrumentality of music in the daily course of instruction, as one of the most important improvements which the advancing progress of the age has contributed to the science of education. By its gentle, harmonizing, and soothing agency, it powerfully tends to the repression of turbulent, disorderly, and restless inclinations—restrains and subdues the angry passions—fills the tender minds of childhood with agreeable and pleasing emotions—and insensibly elevates and ennobles their affections, their principles, and their entire moral nature. It forms an inestimable connecting link between the education of the intellect and that of the heart; and its cultivation should be regarded as an indispensable ingredient in every system of public instruction.

The infliction of physical punishment, as a portion of school discipline, becomes, occasionally, a painful necessity, for which, however much we may be inclined to regret the fact, no adequate substitute has yet been devised. Where all other means, both of preven-

tion and of persuasion, reasoning, and argument, have been faithfully and perseveringly tried, and have failed—where the incorrigible offender is proof against all the gentler influences and agencies which the teacher has at his command, and continued forbearance involves a permanent injury, not only to the obstinate transgressor, but to his associates and companions, and to the welfare of the entire school—the teacher should be clothed with the power of effectual chastisement. But this power should be exercised as sparingly as possible—and exercised, when it becomes inevitable, in such a manner as to produce the most salutary effect—without passion, without anger, or undue severity—and never, in the presence of the school or the class. Its infliction should, as far as may be possible, partake of the character of a judicial punishment—resorted to with the utmost reluctance—upon the fullest evidence of guilt and of contumacy—and only as a last resort. Vindictive punishments, frequently and hastily inflicted by the teacher, often upon slender provocation and without due inquiry as to the guilt of the offender, or its heinousness—inflicted too, in the presence of others, and accompanied with manifestations of angry and excited passion—should never be allowed or countenanced, under any circumstances; and no teacher incapable of controlling his or her temper, in the discipline of a class or of a pupil—no teacher habitually fretful, peevish, impatient, and irritable, or who is unable or unwilling to understand or to appreciate the tender, confiding, and apprehensive nature of childhood, or to discriminate between the impulsive and unconscious restlessness and mere thoughtlessness incident to youth, and a settled deliberate determination to offend—should be permitted to remain for a single day in the school. In the discipline of the class-room or of the school, the conduct and demeanor of the teacher are of primary importance; and the influence thereby exerted upon the unfolding character of the pupils can scarcely be over-rated. Especially should those to whom the education of the primary or infant classes are committed, be not only competent and apt to teach, but equable, dignified, and gentle, in their deportment, kind and affectionate in their disposition, accustomed to self-control, and familiar with the wants and peculiarities of the children intrusted to their care. As a general rule, much greater maturity of mind is necessary and desirable for the proper development and discipline of this class of pupils, than for those of a more advanced grade—while, in the selection and arrangement of teachers,

the youngest and least experienced are most frequently assigned to the duties of the former. While greater age of itself affords no certain criterion of ability to succeed in this department of instruction, the judgment, the disposition, the temper and the demeanor of the teacher should be narrowly scrutinized before committing to her guidance the intellectual and moral instruction of the elementary classes in our public schools.

#### NORMAL AND HIGH SCHOOL FOR GIRLS.

The discontinuance in February next of the present Daily Normal School for the instruction and preparation of female teachers, will, doubtless, involve the necessity of a re-organization of a similar institution on a more permanent basis. The weekly Normal School is designed for the continued improvement of those teachers already employed in our public schools, and by the advancement of the grade of scholarship required for a certificate of qualification, in the first instance, the continuance of that institution beyond the period required for the graduation of its present pupils, will, probably, be unnecessary. It is much better that all the teachers employed in our schools should be thoroughly qualified, in all respects, when entering upon the discharge of the duties devolved upon them, than that they should be compelled to prosecute their studies in the midst of their professional avocations, and to spend the only holiday in each week which is placed at their disposal, in the Normal School.

From the statistics gathered in the progress of the annual examination of the present year, it appears that there are about nine hundred pupils in the most advanced classes of the female grammar schools, who have fully completed the course of study prescribed by the Board of Education, and who are, consequently, prepared to enter upon a higher course. At present, however, no institution of any kind exists for their reception. In the male grammar schools about eight hundred pupils were found to have completed the course, five hundred of whom were admitted to the Free Academy for boys. By the second section of the "Act relative to Common Schools in the City of New-York," the Board of Education is invested with power "to continue the existing Free Academy, and organize a similar institution for females;" and it is further

provided, that "if any similar institution is organized by the Board of Education, all the provisions of this act relative to the Free Academy shall apply to *each and every one of the said institutions now existing or hereafter established*, as fully, completely, and distinctly, as they could or would if it was the only institution of the kind; to distinguish each existing and future institution by an appropriate title; and to purchase, erect or lease sites and buildings *for each and all of the said institutions.*"

The legislature evidently contemplated the early establishment of one or more institutions similar to the existing Free Academy, for the education of females. It is difficult to assign any satisfactory reason for the omission up to the present period, as to carry this design into effect. The higher education of females is, at least, as important, as necessary, and as desirable, as that of males—their capacities for receiving and profiting by such an education are as undoubted; and the number of female pupils prepared for and desirous of its benefits, is equal if not superior to that of the corresponding class of male pupils in our grammar schools. Why, then, it may be asked, do we continue, from year to year, to make lavish appropriations for the management and support of the Free Academy for boys, while no similar institution is provided for the education of an equal number of girls, equally entitled, in all respects, and upon every ground of justice, propriety and expediency, to such a provision? Is there any excuse—any justification—any palliation, even—for this exclusive appropriation of funds, provided by the city generally, to the advanced instruction of male graduates of the grammar schools? Why should those parents who have only daughters to educate, be called upon to contribute to the support of an institution in which they have no direct interest, while they are excluded from all participation in its benefits, and precluded from availing themselves of any similar institution provided by the city, for the cost and support of which they are ready and anxious to contribute? Is it not time that some action in this direction should be initiated by the Board? Will not its protracted postponement seriously injure the interests of the Free Academy for boys, by arraying against its continuance that large portion of our fellow-citizens who have daughters whom they are desirous of educating to the utmost practicable extent, and who have already completed their course of instruction in the grammar schools? In the absence of any valid objection to such a measure, it

is earnestly to be hoped, that early and efficient steps will be taken to remedy this obvious and palpable anomaly in our system, by the establishment and organization of a Free Academy, or High School for girls.

Connected with, and forming a component and permanent part of such an institution, a Normal Department, for the special instruction and preparation of those young ladies designing to become teachers, might, as it seems to me, very properly and successfully be organized, without the necessity of a separate institution for that purpose. A similar department might also be engrafted upon the existing Free Academy. In the meantime, the Normal Department for the preparation of female teachers might be at once organized in the rooms now set apart for that purpose, under the direction of the Executive Committee on Normal Schools—a competent corps of teachers employed—and a course of study specially adapted to the object in view, adopted and pursued. Should this be done, it is deemed important, in the organization of such department, that its pupils, so far as they are taken from the grammar schools, should be selected exclusively from those who have completed the course of instruction prescribed for those schools. The indiscriminate admission of pupils, on a standard of attainments in scholarship inferior to that of the graduating class, would tend to the serious detriment of the grammar schools, by prematurely withdrawing from them their best and most advanced pupils, and its effect would inevitably be to alienate from the Normal School the confidence and hearty co-operation of the Ward officers and teachers.

#### IMPROVEMENT OF THE SCHOOLS.

Justifiable as we may be, and are, in congratulating ourselves on the comparative excellence of our system of public schools, and on the rapid advancement which has been made in both the art and the science of instruction, much yet remains to be accomplished in this great and beneficial field of labor. With the numerous facilities placed at our disposal—the liberal appropriations of public funds annually contributed for this object—the costly, spacious and convenient edifices which everywhere meet our view, consecrated to the education of the young—and the deep interest manifested by all classes of the community in the promotion of this important inter-

vest; with these advantages and instrumentalities, our elementary and higher institutions of learning should occupy the very highest attainable summit of excellence and utility. Their systems of instruction, government, and discipline, should be uniform, efficient, practical, and comprehensive; based upon an accurate and enlightened knowledge of the faculties, affections, and passions of our nature, and of the best and wisest modes of developing and directing their various manifestations, and discarding all those antiquated prejudices and fantastic notions, which, although long since demonstrated to be erroneous and injurious, have hitherto maintained their ground, in the absence of any general and direct effort to supplant them, by the adoption of more reasonable views. The combined experience and abilities of the most advanced and successful educators should be put in requisition, to devise and carry into effect such a uniform and enlightened system. So impressed were the Board of Education of last year, with the importance of this suggestion, that a resolution was unanimously adopted, authorizing and directing the appointment of a committee, consisting of three male and two female teachers, whose duty it should be, in conjunction with the City Superintendent and his assistants, to prepare, and submit a plan for the practical accomplishment of this object. In consequence, however, of the constant occupation of all the members of the committee, in the discharge of other official duties, no progress has yet been made in this undertaking; nor is it reasonable to expect, that those whose time is unavoidably so engrossed by their daily labors, should be able to devote that degree of thought and attention necessary to the successful execution of a task so weighty and responsible. I therefore respectfully recommend, that some adequate provision should be made to meet this contingency, either by the appointment of a new committee, to be composed of able and experienced teachers, not actually on duty, or by excusing those teachers already appointed from the discharge of their professional labors, while engaged in the work thus assigned them by the Board. Should this suggestion be adopted, the officers composing this department will very cheerfully render the commission all the aid that may be in their power, in the execution of the duties devolved upon them.

The course of elementary instruction in our public schools, needs both expansion and accuracy. We are too much restricted by the ancient and established routine of formal studies, without regard to



the practical uses they are destined to subserve, or the real power they are capable of conferring upon the mind. We are too closely confined to our text-books, which, instead of being designed for affording a complete knowledge of the various sciences upon which they treat, were only intended as helps, illustrations, and guides. In too many instances, that important portion of our lives, which is set apart for the purpose of education, is almost wholly occupied in the mastery of a few branches of study, which, however important and useful, can only, if entirely successful, be applicable to a very small portion of the duties and responsibilities which are to devolve upon us in after-life. We need, in all our schools, teachers, whose influence shall be more powerfully exerted and felt in the formation of character—the establishment of principles—the discipline of habit—the ability and the disposition of self-instruction—the capacity of original investigation and profound thought; and in the attainment of those accomplishments and facilities for active and useful exertion, which shall enable their possessors, while keeping pace with the rapid progress of the age in all its scientific and industrial development, to stamp it with the higher and nobler impress of moral, individual, and social greatness. We must cease to educate the young as grammarians, geographers, astronomers, arithmeticians, and mathematicians, merely—to cultivate the abstract powers of memory, at the expense of those of judgment and understanding—and to rely, almost exclusively, upon the efficacy of a few manuals of instruction, rigidly and pertinaciously adhered to—and begin to regard them as future men and women, members of society. Surrounded by those varied relations, which make up the aggregate of human life, and forming a portion of that great community which is to impress its characteristic and distinctive features upon the civilization of the age, in which it is their destiny to live, we must discipline their intellect so, that it shall be able clearly to apprehend and to discover truth, however deeply hidden, and to detect falsehood and sophistry, whatever ingenious disguises they may assume; to discriminate with precision and accuracy, and to reason logically and closely, and judge wisely and impartially. But while we do this, we must, at the same time, furnish them with an enlightened knowledge of the materials in the world of matter and of mind around them, upon which these faculties are to be exercised. We must confer upon them the power of assimilating and appropriating these various materials, to the pre-

duction of the highest practical results, and of so combining and compounding their elements, as to add to the amount of human knowledge, and to augment the general welfare of mankind. We must, in short, educate them—not as scholars and pedants, ignorant of every thing not found in the text-books of science and art, and utterly useless out of the narrow channel in which their faculties have been trained to move; but for the practical discharge of all the duties incumbent upon them in the various relations of life. Until it accomplishes this—until it sends forth from our institutions of learning, of every grade, men and women prepared at all points for the rugged and stern conflicts of life, as it is, and not as it exists in the fanciful or distorted imagination of the dreaming and solitary recluse, buried among his books, education will not have fulfilled its highest and its noblest task—will not have accomplished its legitimate work. It must include, in its scope, in its discipline, and its results, the whole nature of man; take cognizance of all his faculties, passions, affections, and relations; follow him from the narrow precincts of the schoolroom, into the domestic circle, the crowded streets, and busy haunts of men, the gatherings of social intercourse, the marts of trade and commerce, the arena of the various professions, and the great fields of labor and of exertion, civil, political, and military, in which fame and greatness are to be struggled for and achieved.

To secure these great results, teachers of every grade should be thoroughly conversant with the high duties and responsibilities of their profession—should devote their entire faculties and energies to its demands—and should be liberally compensated and permanently employed. So long as the business of instruction is entered upon with imperfect qualifications, and as a temporary resource for pecuniary gain, it can never command or deserve the confidence of the public, or advance the true interests of popular education. So long as the teacher, however high may be his qualifications, or excellent his character, is compelled by usage or prescription to drudge on, from year to year, within a narrow and formal routine of instruction, for the merest pittance which can rescue him and those dependent upon him from absolute poverty, and without any reliable assurance for the future, it is folly to expect the elevation of the profession to which he belongs, or the influx into its ranks of the highest genius and talent. The immense impulse which the abilities and character of such men as Arnold in England, and Page in America,

executed during their brief career of instruction, upon the great interests of education, should sufficiently convince us that in this most important department of human labor, the highest economy consists in the employment, at whatever cost, of the most superior minds.

#### CHRISTIAN EDUCATION—THE BIBLE.

The proper education of a human being consists in the full development and harmonious cultivation of all the various powers and faculties of his nature. Physical education has reference especially and exclusively to the constitution, functions and attributes of the body, and may be regarded as the science of health, strength, vigor, and animal enjoyment. Intellectual education comprises the science of mind, and deals with the perceptive, combining reasoning and reflecting faculties of humanity. Moral education takes cognizance of man as a social being, and brings his nature into harmony with those exterior relations of mutual intercourse which the wisdom and experience of past ages have demonstrated to be necessary to the preservation and welfare of society. The first of these divisions regards man as the noblest species of the animal creation; while at the same time, by the very necessity of educating his physical powers, it separates him from the highest class of inferior natures, in whom instinct supplies the place of culture. By his intellect, he attains a still more commanding point of view, and has the ability to comprehend, and in a great measure to control and modify the circumstances, both material and moral, which surround him. He becomes a denizen of the region of thought—places himself in communication with the recorded wisdom and the varied achievements of all preceding generations—avails himself of their accumulated knowledge and power—and from this constantly ascending standpoint attains to higher and more sweeping generalities, and in proportion as he is gifted with genius, talents, industry, ambition and energy, extends the boundaries of science, acquires dominion over the minds of others, moulds the elements of the material world into subserviency to his will, and transmits his name to posterity as one who, for good or for evil, has exerted a potent and lasting influence upon the future of humanity. But the highest intellectual and physical capacities are liable to the most fearful deviation from the

paths of integrity and rectitude, in the absence of that indispensable moral element which connects the destiny of each individual with that of the community to which he belongs, the society to which he is more immediately attached, and the relationship he sustains to the race of which he forms a part. By these strong ties he is powerfully withheld from transgressing against those fundamental laws of God and man which underlie the fabric of all social and domestic life. By their predominating influence he is incited to noble and praiseworthy actions, to beneficent enterprises and philanthropic schemes for the advancement and improvement of mankind, and to the pursuit and attainment of an honorable fame. Physical education, in its perfection, secures the highest degree of happiness of which the animal nature of man is susceptible. Intellectual education, in its highest development, confers upon its recipient capacities and powers enabling him to accomplish the greatest undertakings, and to comprehend the utmost achievements of science and of skill. Moral education restrains his passions and propensities within the clearly-defined orbit of propriety and conformity to the established usages of civilized and refined society—prevents him from rushing madly into collision with divine and human laws, from disturbing the peace and order of the community of which he is a member, from outraging the feelings or violating the rights of individuals or combinations of individuals—and stimulates him, by his innate desire for the esteem and approbation of his fellow-men, to a life of virtuous activity and honorable ambition.

The education, however, thus far conferred, comprehensive as it is and valuable as it may become, comprises a part only, and by no means the highest part of man's nature. In its highest and most complete manifestation, it relates only to his existence in this world, and to the circumstances which surround him during the brief and limited period of his earthly probation. It takes no cognizance of his immortal nature—of his high destiny as an imperishable being—of his duties, obligations, and responsibilities to his Creator—of the hopes, aspirations, and capabilities of the undying spirit within him, or of the clear and uniform testimony borne by the great, the wise, and the good of all ages, and in all times, to the grand and sublime truths authoritatively enunciated in that Inspired Volume which forms the basis and the support of the Christian faith. Its possessor may have secured the utmost attainable immunity from pain, sick-

ness, disease, and suffering, and the enjoyment of the highest attainable degree of physical health and happiness. He may be able to comprehend, to grasp and to wield the most complicated and abstruse problems of science, and to command an almost unlimited sway over the empire of mind and of matter; and so far as all the outward observances and conventionalities of society are concerned, his deportment may be unexceptionable and his character unimpeachable. But in all that constitutes his essential and distinctive humanity, in the deepest and most pervading elements of his being, in the profound sources of character, motive, and action, in the most important and fundamental attributes of existence, he is still uneducated. Religious culture must, therefore, be superadded as the crown and complement of a complete education. The discipline of the affections, the subjugation of the passions, the assiduous cultivation of every noble and virtuous principle and motive of action, the veneration, worship and love of the Creator, the pervading belief in, and assurance of, the immortality of the soul, and of an interminable future existence, the essential elements of which are shaped in the deep recesses of our own souls—these ingredients must constitute an indispensable part of all education worthy of the name. They must occupy the front rank, the highest place, the post of honor, in every system of public or private instruction. They must permeate, vivify and enlighten every part and portion of the entire course. They must consecrate the labors of the intellect, give direction and pertinency to its researches, authenticate its conclusions, and elevate and ennoble its triumphs. They must purify, renovate and dignify the physical and animal nature. They must infuse into the moral virtues of humanity the life-giving element of spirit and of truth—substituting the real for the apparent—the depths of the heart for the surface of the life.

As an indispensable portion of religious education, the BIBLE must necessarily occupy a prominent position, as well in the school as in the family and the church. Regarded as it is by all Christians of every denomination as the inspired record of their common faith, as the only unerring and infallible exponent of sound morality, and the highest, purest, and loftiest standard of human life in all its various and complicated relations, its divine and heavenly lessons of goodness, virtue, and truth, should form a conspicuous portion of every day's instruction. The expanding and impressible minds of

the young should be early and deeply imbued with the fragrance and beauty of its spirit, and their hearts and lives formed upon its exalted models of excellence. The simple, beautiful, and affecting narratives with which it abounds, the instructive parables of our Saviour, the thrilling events of his life, and the story of his death, the lessons of wisdom which emanated from his lips, the magnificent strains of poetry and prophecy which pervade the volume, and its practical inculcations of purity and nobleness of life, conduct and motive, should be "familiar as household words" to every inmate of our public schools. In such a community as ours, there are many families in which moral or religious instruction of any kind is seldom or never communicated, and where thousands of children are growing up in an atmosphere of the grossest ignorance and vice. Is it not of the highest importance that these lessons should be counteracted and a more healthful influence brought to bear, in the school-room, where so many of these hapless children find their way? Is it not important that here, if in no other place, they should have an opportunity to listen to the admonitions of the Divine Teacher of Christianity? And is there any Christian parent, whatever may be his circumstances or condition, who does not desire that the foundation as well as the entire superstructure of his child's education should rest upon this durable basis?

In the several schools under the charge of the Board of Education, with the exception of those in the Fourth and Sixth Wards, and of a part of those in the Fourteenth Ward, the Bible is regularly read as an opening exercise, accompanied generally by the repetition of the Lord's Prayer and a devotional hymn. This usage has been introduced and sanctioned by the local Boards of School Officers, in the absence of any general regulation by the Board of Education. In several previous reports from this department, I have respectfully invited the attention of the Board to the expediency and propriety of adopting some uniform rule in this respect, instead of leaving it discretionary, as at present, with the several local Boards. A majority of the Board, however, were of opinion that while the statute in relation to Public Instruction in the city of New-York positively interdicted the exclusion by them of the Holy Scriptures from any of the schools under their jurisdiction, it failed to confer the power of directing their introduction; and although a resolution was passed by a unanimous vote of the Board, recommending the opening of all

the schools by the reading of the Bible, it was deemed inexpedient to require this introductory exercise. Notwithstanding this unanimous expression of the feelings and wishes of the Board, the officers of the wards from which the Bible has been excluded have not seen fit to restore it, and claim the sole power of action in this respect.

The act of the legislature, under which this controversy has arisen, after providing that the Board of Education shall not by any action of theirs "exclude the Holy Scriptures without note or comment, or any selections therefrom, from any of the schools," goes on to enact that "it shall not be competent for the said Board of Education to decide *what version, if any*, of the Holy Scriptures without note or comment, shall be used in any of the schools." The words "if any," it is maintained, preclude the Board from the exercise of any authority in the premises, and leave the introduction or the exclusion of the Bible wholly in the hands of the local officers of the wards. On the other hand, it is contended, with great force and pertinency, as it seems to me, that the legislature clearly intended to prohibit the *exclusion* of the Bible from any of the schools, and at the same time to prohibit the Board from deciding *what particular version* of the Holy Scriptures, without note or comment," should be used, if, in their judgment, *any* version should be used. Where they found the Bible already in the schools, they were not at liberty to direct its exclusion. Where it had *not* been introduced, they might, at their option, direct its introduction, but, in this case, "*if*" they directed that some, or "any" version of the Scriptures, without note or comment, should be used, they were prohibited from deciding *what* version—this power being wisely left to the local officers of the wards. They might exercise the power thus conferred upon them of directing that some version of the Scriptures should be used in all the schools where its introduction had not already been provided for, or they might, in their discretion, refrain from its exercise. If they chose to exercise the power, they were not to specify what particular version should be adopted.

By the thirteenth section of the act, it is expressly made the duty of the Board of Education, "by general rules and regulations," to provide that "as near as practicable, the system of instruction pursued in the common schools shall be *uniform* throughout the city." In the view of this important question which I have taken, the precepts and doctrines of the Christian religion, as con-

tained in the Holy Scriptures, without note or comment, should form a most important and essential part of the "system of instruction" pursued in our common schools. If this be so, then it is made the imperative duty of the Board, by general rules and regulations, to render this instruction uniform in all the schools under its charge.

There can, it is believed, be no doubt that a very large majority of our fellow-citizens who contribute to the support and maintenance of our public schools, are earnestly desirous that the Bible should be daily read in all these institutions, and that its sacred authority should be recognized and revered, and its sublime lessons inculcated as a part of the system of instruction. The Board of Education, representing the different religious denominations into which the community is divided, have, with entire unanimity, expressed their hearty concurrence in this view of the subject, and given it the weight of their recommendation. The best interests and highest welfare of the rising generation imperatively require that the elements of Christian religious culture should form a distinct and prominent portion of the education conferred upon them. In undertaking the task and assuming the responsibilities of public instruction, the community has placed itself under the most solemn and weighty obligations to make that instruction as comprehensive and as efficient as its component members would have done had they retained the work of education in their own hands. As a Christian people, we desire that our children should be taught uniformly to reverence and regard the dictates of the religion we profess—to be governed by its counsels, and to direct the whole current of their lives by its spirit. We are unwilling to consent that their future characters and habits shall be formed without any recognition of or respect for the great charter of our religious faith. The exclusion of the Bible, by an official act of the constituted guardians of any of our public schools, we feel to be a virtual condemnation of that inspired volume, as an agent of public instruction—a denial of its claims upon the hearts and consciences of the young, as an educator in virtue, morality and religion—and a precedent which, if once established, and sanctioned by the assent or even the indifference of the community, may in no very long period of time undermine the strongest bulwarks of the Christian faith. We desire to constrain the consciences or to interfere with the religious scruples of no individuals of any denomination or sect; but regarding as we do



Christianity as an indispensable portion of the education of youth; and the Bible, without note or comment, as the only authentic exponent of Christianity, we most solemnly and earnestly protest against its *exclusion* from any of our public schools.

If the Board of Education, under the existing provisions of law, have no power to prohibit such exclusion, we invite its active co-operation in the endeavor to secure such power; but if, on the other hand, its jurisdiction in this respect is manifest and clear, we feel justified in invoking its protection of those rights of conscience, secured as well to us, in the exercise and enjoyment of our religious faith as Christians, as to those of our fellow-citizens who differ from us in this particular.

We desire to *force* neither the Bible nor Christianity upon the conviction or belief of any one; nor, on the other hand, do we desire that our own deep-seated reverence for its truths, and heart-felt attachment to its divine lessons of wisdom and love, should be wantonly outraged by its deliberate expulsion from the schools in which we educate our children. We have hitherto uttered no complaint against the omission of the School Officers of one or two Wards to direct the reading of the Bible in any of their schools—but when we find them acting aggressively, and proceeding to *exclude* this holy volume, and to prohibit its use in those schools where it has found, ever since their first organization, an honored place—when we find that its continuance in all or any of the public schools of the city is to be made dependent upon the result of a political struggle at the polls, in the midst of the most degrading and demoralizing influences—and this, too, in the face of a unanimous and earnest recommendation of the Board of Education, that it shall be read at the opening exercises of every school—we cannot but believe that the time has come when some decided and efficient stand should be made in its favor—when, at least, the question should be definitely settled, either by the Board or by the legislature, whether the Christianity which enters into and is officially recognized by every department of our government—national, state, and municipal—shall be excluded from our public schools.

I have been thus earnest in the expression of my views on this subject, not only because I firmly believe that the most perfect and complete education, apart from the elements of Christianity, as expounded by its Great Author, can afford no adequate security for the

happiness and well-being of its recipient, or for the faithful discharge of the duties and responsibilities which are to devolve upon him as a member of society, but because the official exclusion of the Bible from a portion of our schools, accompanied with the assertion of the right to follow it up by a similar exclusion wherever the power exists to do so, has immeasurably weakened, and must necessarily continue to weaken, the public confidence in our system of public instruction. Already has it been proclaimed from the pulpit and the press that our schools are "Godless schools"—institutions in which the intellect only is cultivated, while all the solemn obligations of religion are neglected or ignored. Is it wise in us to widen the slender foundation upon which charges like these have hitherto reposed, and by allowing the Scriptures themselves to be ignominiously expelled from one after another of our public schools, afford the strongest confirmation to the allegations thus preferred? Shall we not much rather consult the dictates of a wise policy and expediency, by boldly and manfully taking our stand upon the broad and enduring platform of Christianity, and by firmly and definitely resolving that, come what may, the Bible, once in the schools, shall there remain, as the only infallible guide to truth—the only unerring exponent of Christianity—the only sure palladium of individual and national happiness and prosperity?

S. S. RANDALL,  
*City Superintendent.*



# REPORT

OF

## ASSISTANT-SUPERINTENDENT HENRY KIDDLE.

To S. S. RANDALL, Esq., *City Superintendent* :—

The close of another year naturally brings the necessity of a brief retrospect of its lessons and incidents, and a review of the progress which has been effected since its commencement. Although the statistical reports made, from time to time, embodying the results] of the yearly examinations instituted in all the departments and schools connected with the system, embrace the facts in detail, elicited by this close survey of its practical operations, yet it will not, perhaps, be unimportant to offer, in accordance with the usage of previous years, a few general reflections upon the condition and improvement, during the past year, of the departments particularly committed to my supervision. So extensive, thorough, and minute a survey of the internal workings of the system, as the proper discharge of the duties of a Superintendent necessarily involves, can scarcely fail to develop facts and views which, by any other means, it would be impossible to obtain. Not only is the annual presentation of the facts and views thus acquired, important and useful as a means of information to the Board having charge of the general control and legislation of the system, but as a source of profitable suggestion and admonition to those, the results of whose labors are thus made the subject of scrutiny and remark.

In this as in previous reports, I propose, therefore, to present, not the minute details obtained by a supervision of individual schools and classes, but a few brief reflections based upon a comparison of these materials, and designed, not only to afford information as to the operations of the past, but suggestions of improvement with regard to those of the coming year.

Under the fostering and stimulating agencies of various kinds and degrees to which the schools are constantly and uniformly subjected, it would indeed be astonishing if, in many respects, there were no improvement manifested. Even a cursory glance at the returns already made from this department, except to an exceedingly prejudiced understanding, must prove sufficient to demonstrate that earnest and successful efforts are constantly made by the great body of teachers, engaged in our schools,<sup>f</sup> to make their work more efficient, and to elevate the standard of excellence attainable by the system of education to which they belong. Where there is afforded an opportunity of making known the actual results as compared with a common standard, there must necessarily spring up a very general spirit of competition which cannot fail to be productive of benefit. This has been observed in a very marked degree during the past year, and has contributed, to no small extent, to the success and improvement which have been so clearly manifested. Among the numerous indications of this improvement there have been particularly discerned a greater degree of thoroughness in imparting the elementary principles of the sciences taught; more care in distributing the benefits of instruction among all the pupils, of whatever degree of intellectual capacity, instead of allowing them to be absorbed by those of superior intelligence, outstripping the duller and less gifted in the class; more precision and care in the classification of pupils, thereby rendering the efforts of the teacher, by being addressed to classes of uniform attainments, more widely efficient; and very generally a more exact system of discipline, not only rendering the instruction addressed to the intellect more effective, but strengthening and exalting the moral influence exerted by the various agencies of the school-room.

The radical defects in the processes of teaching throughout the schools, which were referred to in the report presented by me a year ago, with few exceptions, still exist, and must continue as insuperable obstacles to the attainment of higher excellence, until better means are afforded by

the Board to instruct teachers in the science, and train them in the art, of teaching. Without such provision, the improvement made by the schools must be restricted to very narrow limits. The interest and zeal manifested by the teachers are already such, that but little benefit can be anticipated by stimulating them to any greater extent than at present. It is not to any additional exertions, but to additional skill, on their part, that we must look for increased success. The earnest discharge of duty in any capacity, must, it is true, unavoidably bring an accession of skill as well as experience, except when a misapprehension exists as to the proper end to be attained ; but it would be absurd to expect that a system, based upon the principle that improvements are to emanate from the knowledge and facility resulting from a continued series of experiments, without an adequate acquaintance with theoretical principles, can ever reach the highest or even a high degree of excellence and efficiency. A normal school for the special education of teachers, and particularly of female teachers, is the great desideratum at present in our system of common schools. That recently abolished by the Board, although calculated to do good service by affording the means of acquiring a thorough knowledge of the elementary branches taught, and although, in proportion to the number of students brought within its influence, it has accomplished very considerable good, yet, from the want of an organization specially adapted to secure the objects of such an institution, has failed adequately to supply this great want. It is to be hoped, therefore, that the Board will early take the necessary steps to organize, upon a more appropriate and efficient basis, an institution for this end. In what other way can a system of education, requiring the constant services of fourteen hundred teachers, be supplied with competent persons to fill their places ? It is too late, at this time, after the successful experiments made in our own, and in other states, as well as in other countries, to expect that scholars taken from the schools, without any other instruction or preparation than is there afforded, can successfully discharge duties so novel and

untried, and requiring so many qualifications, both moral and intellectual, as those of the teacher—and especially the primary school teacher—whose place these raw recruits are generally appointed to fill. The necessity of normal school instruction for the proper training of teachers, is a fact which, in the present state of educational science, no one at all conversant with it, will be prepared to deny ; while the principle on which it is founded commends itself to the good sense and right judgment of every reflective and intelligent person. The influence of the teacher for good or for evil, is acknowledged by all. How shall it be secured for good but by previously training, morally as well as mentally, those who are to wield this potential influence, and stand in this important relation to the present and future interests of the community and of our country ? The only qualification required by the teacher was once thought to be an acquaintance with the elements of knowledge, or simply a familiarity with the branches required to be taught ; but the failure too often realized of such meager qualifications to effect the desired results, has demonstrated clearly the necessity of some discipline and instruction designed specially to afford a knowledge of *how to teach*, and *how to control*, as well as *what to teach* ; while the concurrent testimony of all intelligent and experienced educators is that, without such a knowledge of teaching, both as a science and an art, it is idle to expect that the operator can succeed in producing any but the most imperfect and superficial results. He may, perhaps, impart the elements of knowledge in a very imperfect manner ; but in no degree will his efforts avail to discipline the mental faculties and moral perceptions, and lay the foundation of a well developed character. To those who take only a superficial view of the processes of instruction and discipline in our schools, it sometimes appears as if the very acme of perfection had been attained when perhaps scarcely a single essential element of real success is present. A thousand children of both sexes are assembled in a spacious apartment. Exact order prevails. Silence reigns unbroken, except by the strains of music which float

from happy voices gladdened by the presence of parents, friends and school officers, or except by the notes of the pianoforte which regulate the systematic movements and evolutions of the youthful assemblage. Whose heart could fail to be touched by so beautiful and impressive a scene? And yet how little that is satisfactory with regard to the essential influence and character of a school does such an exhibition afford? To very many, however, the admiration excited by this spectacle is found sufficient to prevail over every other consideration, and to efface from the mind every doubt of the entire efficiency of the school, in its internal workings, to exert the most genial and beneficial influence upon the intellects and hearts of those youthful beings who are to receive from it impulses for time and for eternity. There is nothing more fascinating, and, at the same time, more deceptive, than the parade of school tactics. Teachers themselves seem not to be free from misapprehension with regard to the proper nature and object of school discipline. It is not by any means a system by which children may be rendered silent and motionless by the coercion of an iron rule—a reign of terror. It does not consist purely in repression, but rather in impression. Restraint, forcible restraint, accomplishes nothing in moral discipline; yet how few teachers strive to effect anything more than the production of order, or outward decorum, in their schools! This with those who look only on the surface of things, passes for the perfection of discipline; whereas, it is but the first step. When order and subordination, prompt obedience to authority, and submission to law, have been produced, then moral training may be effectively commenced. There is very much that passes for consummate *school-teaching* which deserves only the name of *school-keeping*, and hence that frequent want of appreciation observed with regard to the merits and advantages of special training for the teacher. That kind of art which is sometimes seen presiding with admirable skill and address over the elaborate mechanism of school-tactics, is to be valued as a useful agent in subduing the irregular and lawless impulses of mere animal nature; but to mistake that for the art of teaching, is like



confounding the talent of a sign-painter with the genius of a Raphael or an Angelo. It is substituting the material for the intellectual, and blending, with indiscriminate stupidity, the dancing automata of a puppet-show with the living and thinking creations which are the handiwork of God.

I would again respectfully call the attention of the Board to the defects in the Course of Study at present prescribed. These defects have been so often and so particularly pointed out in previous reports that it is necessary at present only to refer to them. The Course of Study being the standard of comparison used for all the schools, in estimating the results of their instructions, as well as a general basis of classification for the guidance of the principals of the several departments, it is evidently desirable that it should be adapted as nearly as possible to the circumstances and capabilities of these schools; and I cannot, therefore, refrain from earnestly invoking the further attention of the Board to the recommendations already submitted with reference to this subject.

The Manual of Instruction and Discipline, for the preparation of which the Board, more than a year ago, appointed a Committee, consisting of three male and two female principals, together with the Superintendents, is as yet scarcely commenced. The Committee have held several meetings, at the last of which a sub-committee was appointed to prepare interrogations, the answers to which might form a basis for the compilation. As yet this has been but imperfectly accomplished. I am in hope, however, that during the ensuing year, the Committee will be enabled, with a greater degree of application and energy, to contribute to the completion of this very important and desirable work.

During the year, 201 teachers, male and female, have been examined by me, of whom 84 received certificates of various grades and for diverse positions. I would suggest, with regard to this department of the Superintendent's labors, that great embarrassments must often be felt in designating the

position for which the candidate may be qualified, solely by an examination of his literary attainments. It very often happens that candidates, whose scholarship and moral character have been ascertained, and found, in every respect, adequate to the requirements of the teacher, prove, on trial, incompetent from the want of those qualifications which no personal examination whatever can previously and satisfactorily determine. The abstract ability to teach, as far as it depends upon any intellectual acquisition, or a knowledge of the science of teaching, can of course be positively and clearly ascertained; but as far as it depends upon the possession of the tact and expertness requisite for the application of this knowledge to practice, that is to say, upon the *art* of teaching, the fact of its presence or absence can be established by no kind of examination or interrogation, with any degree of certainty, but must be determined by actual trial; the effects produced upon the pupils' minds and conduct being the only reliable criterion. It is, nevertheless, by the present regulations of the Board, necessary for the Superintendent to certify unqualifiedly to the ability to teach before any service or duty can be legally performed. As a natural consequence of this, very many persons obtain certificates who, on trial, fail in numerous and essential particulars, to perform the duties appertaining to their positions. It therefore seems to me that the system might be improved by requiring candidates whose scholarship may have been ascertained and certified, to serve a stated period in some position in the schools before the Superintendent fully confirm their certificates, and designate in what position they may be qualified to teach. By subjecting all new teachers to the ordeal of actual trial before granting an unqualified license, we should not only act more consistently with what is practicable, but much more fully and certainly secure our schools from the evil inflicted constantly upon them by incompetent teachers—incompetent not with regard to scholarship or moral worth, but from the want of that force and decision of character, and those intel-

lectual resources constantly required by the rapidly recurring exigencies of discipline and instruction.

The great number of studies presented simultaneously to the minds of the pupils of our schools, and the want of adequate care manifested by the teachers, in selecting and adapting them to the pupil's circumstances and necessities, are subjects that still imperatively demand the legislative interference of the Board. The influence of the Superintendents in these respects, is indirect and quite limited. It has been exerted as far as possible by giving prominence in the annual examinations to the most useful and necessary branches of study. The spirit of competition, however, prevalent among the teachers, and often the officers, and the desire that their particular schools should accomplish as much, occupy as high a rank, and afford as advanced an education as any other, however much their circumstances and facilities may differ, operate greatly to nullify or restrict this influence. Many of the schools may advantageously pursue studies of an advanced character ; others cannot, with justice to their pupils, attempt them ; and the time of the pupils and the funds of the Board are often uselessly expended in making the fruitless effort. The successful acquisition of the elementary branches, especially reading, the spelling and definition of words, arithmetic, and penmanship, in all of which the elementary classes of most of the Grammar schools are still quite deficient, should be an indispensable pre-requisite before such studies as history, astronomy, algebra, geometry, and even English grammar, are commenced. Elementary geography is begun in the primary schools, and may, with little time or difficulty, be continued, in connection with the other studies. Some regulation is required with regard to this matter, and I earnestly invoke the attention of the Board to its consideration.

Respectfully submitted.

HENRY KIDDLE,  
*Assistant-Superintendent.*

NEW-YORK, *December 31, 1858.*

# REPORT

OF

ASSISTANT-SUPERINTENDENT WM. JONES, JR.

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HON. S. S. RANDALL, *City Superintendent* :

In accordance with your request, I herewith submit my second annual report of the condition and progress of the Primary Schools and Departments, to the examination of the higher classes of which I was assigned by you upon my election as Assistant-Superintendent ; and in doing so, I shall take the liberty of suggesting such thoughts as I may deem important, toward perfecting the system of primary school instruction.

The number of primary schools examined during the year ending June, 1858, was 64, of which five were for the exclusive use of colored children ; there were likewise examined 43 primary departments, of which all but one were for the attendance of the whites.

In some of these colored schools the pupils attend so irregularly, that the teachers complain that their progress is not very rapid ; this great evil, which is felt throughout all the schools, is in these more perceptible, as the children are absent often half of the time. There are reasons which are urged by the parents in extenuation of this, and which doubtless influence them to a great extent in providing for the education of their offspring.

Many of them are compelled to leave home during the day to engage in laborious employments, and it becomes necessary for the older children to remain there, and assist in taking care of their younger brothers and sisters ; some of the pupils have frequently to go out and seek employment, that they may pur-

chase suitable clothing in which to appear in school, and very many are kept away for want of this very clothing. If, therefore, the number of schools is small, yet is the attendance in these very limited, and hundreds more could be accommodated, if it were convenient for them to attend. These causes, and others that might be named, have prevented this unfortunate class of our population from receiving the elements of a common school education which they so greatly stand in need of, and for want of which, and their inability to find employment in the various avenues opened to the more favored white race, they are more liable to engage in scenes of dissipation and vice, and become burdens upon society.

It should be the duty of the philanthropist, to provide means for their physical and social comfort, that there may be no excuse offered for the neglect of school opportunities; and should the attendance be thereby greatly increased, the Board of Education will more cheerfully provide additional school buildings, having all the necessary accommodations, and in every respect adapted to their wants.

Some of the buildings now in use need improvements, such as repairs and increased class-room accommodations; and if the officers of the several wards in which they are located, will devote more attention to them, than they seem recently to have done, they will soon realize that their labors are properly appreciated.

The total number of pupils on register at the time the schools were visited for examination, were as follows: Primary departments, 28,000; primary schools, 12,301: making a total of 41,101; of which 16,156 were in the fifth or alphabet class, composed of little children between the ages of four and six years; in the highest class, there were registered 4,205, who read in the ordinary second and third readers, are well acquainted with the elements of geography, and cipher in all the simple rules. The number in the lower class is much greater than in those fitted in any way for promotion to the grammar departments, and the average in these is from seventy to

one hundred and twenty pupils, while in the highest class, they vary from forty to seventy. It is very evident that this is entirely too great a number to be assembled in any room, under the care of but one teacher. This evil, however, will continue until the Board of Education shall limit the number who may attend each school.

Recently the primary schools have been consolidated and re-numbered, so that instead of sixty-four separate ones, we have only thirty-two. In many of these, there are boys and girls departments under the supervision of a principal for each. By this arrangement the brothers and sisters of one family who are taught together at home, and there associate in all their childish sports, are upon entering schools for the first time separated. There seems to be no good reason why this system of separating the sexes in these primary schools should any longer exist, and why they may not be better taught together under one efficient principal. In the departments where the classes consist of boys and girls, there are found to be good order, and a wholesome state of discipline, the presence of males and females in the same class, tending to check any rudeness on the part of the boys, and preventing any from being exhibited by the girls, while each is stimulated to study by the example of the other.

In such schools I have usually found that the most rapid improvement is made, and that the grade of the boys and girls is more nearly alike, then where they are taught separately. I have thought it advisable to recommend to the principals of the primary departments, the propriety of placing both sexes in one class, and where such advice has been heeded, beneficial results have followed. Besides what has already been urged in support of the plan presented, I may add, that I consider it more economical. By reference to the comparative table of the results of the examinations of the past year, it will be perceived that the average number on register in each class in the primary departments is 79, while in the primary schools it is but 40. While I regard an average attendance of forty

pupils as a sufficient number to constitute a class, so that each member may be properly taught, yet a more extended investigation of the examination reports alluded to, will clearly show that the average attendance of the two higher classes does not exceed twenty-five or thirty. By reorganizing the classes a less number of teachers will be required; and the others, instead of being discharged, may be employed when needed in the primary departments, instead of those who would be appointed without any experience in teaching. The attendance in both departments of the schools, scarcely ever exceeds four hundred, while the usual number is about three hundred. It is very plain to any one conversant with the system that it is not necessary to have two principals to govern such a small number of pupils. In some schools where the attendance is small, one teacher has to instruct two classes, to neither of which can she do justice; but if the boys and girls departments were united, the six teachers now found in them having charge of ten classes, could more easily instruct six, composed of both sexes, and with far happier results than under the present method. I believe that this subject should be considered by the Board, and that a by-law making it the duty of school officers to reorganize such departments, should be adopted. In this way, and in this only, can I hope to secure the proposed change. During the last year, the Board of Education adopted a by-law respecting the age of those commencing to teach. Hitherto no fixed age was required, and those who were prepared to pass an examination sufficiently well to obtain a Grade D certificate, were appointed to take charge of the smallest children, and I have sometimes found in my visits, pupils as large as the teacher. These very youthful girls, without a sufficient judgment to enable them to manage successfully so many pupils, and destitute of experience in the profession which they have chosen, make very poor instructors of the abecedarians, who require the care, attention and skill of the most experienced, to attract and instruct them. Instead of kindness and affection, gentleness of manners, and a faculty

of interesting bright and intelligent minds, and developing their intellects, we too often find that the greater part of the time is occupied in maintaining order, by resorting to corporeal punishment by the teacher, without the knowledge of the principal, and contrary to the rules of the school. The age of seventeen, which is now prescribed for all who apply for a license, is a very suitable one, and we may hereafter expect that those who are appointed, will not only be more womanly in their appearance, but will possess far more experience in life, and be better adapted to the instruction of youth.

There is no class in the school which requires a careful and experienced teacher as much as the lowest, composed as it is of those who, having just left the nursery, need the utmost attention. When, therefore, these are compelled constantly to repeat the names of the letters of the alphabet without any conception of their use, this process being continued for an hour at a time, without scarcely any intermission, it is not to be wondered at that but little improvement is made. In the schools of Germany, and in some in this country, teaching pupils the separate letters of the alphabet has been abandoned, and the experiment tried of presenting words of one syllable to the eye of the child, until it is so familiar with their form that it can readily detect them wherever they are seen. Thus, if the word "hat" be on the card, the child knowing at once its use, the teacher can then present the several letters which compose the word, at the same time making it the subject of an interesting lesson, in which may be embraced the origin of the various kinds of hats, and of what materials they are composed, and where these materials are to be found. In this manner, before being aware of it, she has not only waked up the pupil, but has at the same time conveyed, in a very agreeable form, information which will not soon be forgotten. After this, the article "the" may be placed before the word, when we have "the hat," and then after those are carefully understood, she may add anything further which may be needed to complete the sentence, as "The hat is made of *fur*."



This will also enable the teacher to explain the meaning of *fur*, and from what animals it is obtained, exhibiting at the same time a piece of the article for the inspection of the class. In this manner object lessons may be communicated in an instructive way, while the time, instead of passing away in a dull and tedious manner, may be pleasantly and profitably occupied. I do not know that any school in this city has tried this system, though it is generally considered superior to the old one wherever it has been adopted.

My excellent and experienced associate has written so much upon the best method of teaching children, and his exertions in that direction having received so little attention, I do not, on this account, deem it expedient to occupy much time in recommending plans which he has so often, and in so plain and forcible a manner, presented to the attention of teachers of primary schools. Because, if an experience, attained by a long life devoted to the education of children, is treated with an apparent indifference, surely any reflections of my own could not be expected to share a different fate.

There exists a necessity for the establishment of a Normal School, where teachers may be taught not only theoretically but practically the art of teaching; and until that is done, we must expect, that the little children who crowd the lower classes, will continue to be placed under the care of the most inexperienced persons. Not only does this evil exist, but the examinations have presented the sad fact that no less than seventy, and sometimes one hundred or more pupils, often belong to one class, and are taught in one room. This is a very serious evil, detrimental to the health of the rising generation, and calculated to sow the seeds of fatal disease in their systems. Most of the rooms are warmed with heaters, and the atmosphere thus becoming close and confined, is inhaled and exhaled over and over again, until its vitality has departed; when perchance the teacher, raising the window from the bottom instead of keeping the upper sash lowered a few inches, the pupils, by being placed in a current of air,

contract colds which often assume a dangerous form. The officers of the various wards should personally attend to the wants of the primary schools, and, after adopting such rules as experience and common sense suggest, should take some pains to see that they are carefully enforced. I regret to feel compelled to say that in many schools a visit of a school officer into a class-room for the purpose of inspection, would occasion as much surprise as is sometimes experienced by a devoted principal when he receives proper aid and encouragement from the local Board.

No plan has yet been adopted for successfully ventilating the class-rooms. Many have been presented, but on trial have failed. He, therefore, who invents one, which will thoroughly displace the impure air, and cause a constant supply of pure oxygen, will be entitled to the thanks of the whole community, as the benefactor of his race.

In this connection the subject of physical education deserves proper attention. It is a lamentable fact that the rising generation in this city are not physically as strong as were their parents; and it is well for us to inquire if the confinement of the class-room, and the want of physical exercise while there, may not be one of the causes of this decline.

Upon this subject much has been written, and much more will be, until we are compelled to make certain reforms in our schools. Most of the primary children are young, few remaining in the lower departments who are over *nine* years of age; and the desire to occupy all the allotted time in recitations, seems to preclude the possibility of saving a little for physical exercise. Even when the hour for recess arrives, the class marches down into the play-ground in perfect order, and is too often arranged upon "the line," and wo to the unfortunate youth who, without permission, moves from his assigned position! When the signal is given, they all march back again to their rooms, not having had any opportunity to indulge in healthful recreation. In a few of our schools a different system prevails, and, on visiting the play-ground, we

find all the pupils engaged in sports designed to impart to them life and vigor, by sending the blood thrilling through the veins.

These sports are under the direction of the teachers, and are so regulated that none can sustain any injury. The advantages resulting from them are immediately seen in the alacrity displayed on the resumption of their studies. My associate, Assistant-Superintendent Seton, was so fully impressed with the necessity which existed that *calisthenics* in some form should be introduced and taught regularly in all the schools under our supervision, that he purchased and distributed to each principal a copy of Miss Beecher's work on Physical Education, and even made an appointment with Miss B. to meet these principals, and give them practical lessons to be forthwith taught in every school. A few only attended, and some of these subsequently commenced a daily exercise in this branch of physical improvement, with which the pupils were greatly pleased, and which were followed by highly satisfactory results. Such schools as were thus taught, were enabled, on public occasions, to exhibit to those friends who favored them with their presence, an interesting and healthy exercise in calisthenics, in which all the muscles of the body were called into play, and the pale face and tired child became ruddy and invigorated. Other principals, who did not accept the invitation of Miss Beecher, and consequently did not adopt her suggestions, now visited the more favored schools, and beheld the movements of the pupils with evident satisfaction; and, after obtaining all the necessary instructions, returned to their own departments fully determined to introduce such *beautiful* exercises in their own schools; not because they believed they were actually necessary to the health and strength of the pupils, but because they added to the attractiveness of the school on public occasions. Whatever may have been their motives, we rejoice that the introduction of the system into primary schools is but the harbinger of rich and choice blessings to the rising generation.

In most of the schools, there is a tendency to introduce too many readers, which are altogether unnecessary as well as expensive. Why each class should have a different book, I cannot understand, as they seldom read any of them through in an intelligent manner. It would seem that book-making and book-selling are profitable occupations, by the number found in the hands of the pupils. The superiority of each series of readers over the others in use, is eloquently presented by interested agents, until the teacher listens to the voice of the charmer, and orders some "only for trial." Once in school, the agent considers his errand there as successful, and in a little while receives the order for the requisite number. Many of these works are unsuitable, not being sufficiently attractive to the pupils, who do not feel any interest in the lesson, and paying but little attention to the rest of the class, make, therefore, but a limited progress in this important branch of study. If the Committee on Studies and School Books would carefully investigate this subject, and adopt rules to regulate the manner in which books may be introduced, and would select only such as are specially adapted to the wants of the pupil, not only would great good be accomplished, but a saving effected in the annual expenses for supplies.

I have felt it my duty to advise the principals against the continuance of a practice now too common—that of placing in the classes readers too far advanced for their pupils; they seem to think that if some other school has been unwise enough to adopt that course, they must follow the evil example set them, or else theirs will be regarded as inferior. This mistake is productive of great evils, as the pupils are hurried through the book without understanding what they are reading. If, therefore, instead of seeing how much can be read in the hour allotted to the exercise, the classes were only to read one lesson carefully, then stop, and let the teacher interrogate each member upon the subject of the lesson, the meaning of the principal words and expressions therein con-

tained, instructing those who have exhibited defects, or permitting some to point out what they regard as the errors of their class-mates—if this course were generally pursued in all the schools, as it is where the best readers, spellers, and definers, are to be found, a far better and more intelligent class of readers would be heard than is now too often listened to. No teacher should suffer a sentence to be passed over without explanation, where the reader's manner plainly indicated he did not comprehend its meaning, neither should words employed in the lesson escape a thorough examination. In many of our classes, only the meaning of selected words placed at the top of the lesson is taught, and should the examiner ask the pupil to spell and define any, scattered through the lesson which they have just been reading, he may ask in vain. Such superficial instruction only tends to embarrass instead of enlightening the pupils, to retard instead of advancing them in the right direction, and awakening their thinking faculties or calling them into action. When teachers have been properly taught how to teach, we may expect improvements to be made such as are found in our best schools.

The study of Geography is one of the most fascinating of all that are taught, and is readily seized upon by the upper classes, who rapidly acquire a very accurate knowledge of its elements. Great care should be taken to guard against the too common practice of putting a primary geography into the hands of the pupils, and then requiring them to memorize the answers to the questions in the lesson for the day. There are schools which do not need such a book for any class, as all the knowledge of this study which they require, can be better communicated by the aid of Colton's Outline Charts, and the outline maps in general use. A lesson upon these, by an intelligent teacher, is worth more than a half dozen recitations. In the more advanced primaries, a primary geography may be given to the pupils, after it has been ascertained that they are familiar with the outlines of the science. I have remonstrated with principals upon the subject of permitting such small chil-

dren to have so many books, which they seldom comprehend, and have been met with the reply: "Their parents think they do not improve rapidly if they have no books, and as other schools suffer their pupils to take them home for purposes of study, we must, also, or we shall lose them." It may seem to be a very pleasant method to adopt what Page so correctly calls "the cramming process," but it is not so agreeable to the examiner to hear from the teacher the words, "Oh, that is not in their book," if he happens to interrogate them in a manner well calculated to elicit what they know; just as though any teacher should confine herself to the precise terms of the text-book. Well might Assistant-Superintendent Kiddle complain, that the "book is taught too much, the subject too little." The excellent work of Page, entitled "The Theory and Practice of Teaching," ought to be in the hands of every teacher; and it would be an economical expenditure of money by the Board of Education, to purchase and present a copy of that work to every teacher employed in our schools, if there were any guarantee that it would be carefully studied, and its instructions heeded by those for whose benefit it was written. In my former report, I dwelt at some length upon the subject of frequent and premature promotions, and pointed out some of the evils which resulted therefrom. I do not deem it necessary to present my views again in relation to that matter, as I have found no reason to change any of the opinions then advanced, my subsequent experience having tended rather to strengthen those then entertained. By reference to the table showing the per-centage of all the schools in the several grades of study, it will be seen, that over one fifth of the entire number of pupils, now attending the grammar schools, belong to the primaries, if the rules of the Board be strictly adhered to; and having often assisted Superintendent Kiddle in the examination of the lower classes of those departments, I have discovered that the lowest seldom compare favorably with the highest of the primary departments. There are localities where it becomes absolutely necessary to promote the highest class of the primaries to the grammar schools, in order to provide room for the hundreds of

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those who have never received any instruction ; and in such cases, the grade of the several departments continues low, notwithstanding all the labor of the teachers.

Another evil alluded to last year which has not been corrected by the passage of any "rules and regulations" by the Board, is the crowded state of the class-rooms. In the primary departments, the average number to each teacher is seventy-nine, while in the primary schools it is but forty. This is mainly owing to a preference which is often unwisely given by parents to the former over the latter ; and in this they would seem to be encouraged by school officers, who often ignore the existence of primary schools, while their care and attention are devoted almost exclusively to the large grammar schools. All expenditures which are deemed requisite to facilitate instruction in the latter are incurred, while those for the primary schools are neglected. If but a portion of the money which is expended upon the primary departments to make them attractive to the people, were but employed in properly fitting up these primary schools, and furnishing the necessities indispensable to their success, they would then be prepared to receive the surplus scholars, which the former now, I was about to say, cruelly confine in their over-crowded apartments.

In the immediate neighborhood of several superior primary departments, are also primary schools, where the grade is the same, and the order and discipline worthy of special commendation ; and yet the former contain from eight hundred to one thousand pupils, while in the latter there are but three hundred. Why, therefore, should so many hundreds more than can be comfortably accommodated, be allowed to assemble in one school, when others near by, can much more conveniently and thoroughly instruct them ? May I again ask those immediately interested to adopt such measures as will tend effectually to remedy so great an evil ?

The per-centage of pupils in the first and second grades of study in the male departments is but fourteen, and in the female, only seventeen ; and if we add to this, that in the next or

third grade, which in the male departments is fourteen and one quarter, and in the female, fifteen and a half, we have in the three higher grades of study, in the former,  $29\frac{1}{4}$ , and in the latter,  $32\frac{1}{2}$  per cent. of the entire school, leaving then more than two thirds of the pupils in the two lower grades of the grammar, and the highest of the primary schools. Out of 14,017 names registered in the male departments, 9,540 belong to the latter, and of 11,493 on register in the female, 7,719 are of the same class. These are always taught by females, and, as it appears by the tables, but a small proportion remain and enter the more advanced classes, the rest leaving after passing through the lower ones. I think it eminently wise and economical in the erection of new edifices in certain localities, to establish schools which may be properly denominated intermediate schools, in which children may be taught all the branches that are now taught to over two thirds of the pupils in grammar departments at a much less cost ; and should any desire to pursue their studies still farther, they would then be promoted to those above-named, fully qualified to enter the higher classes. The saving in the cost of these buildings, and in the salaries of the female teachers who alone need to be employed in them, would be at least forty per cent., while an equal amount of instruction could be imparted.\*

During the past year some of the old buildings have been modernized and improved, and rendered convenient and pleasant ; and many schools, which have long assembled in basements, have been removed to these comfortable apartments, where they can pursue their studies without endangering their health, and otherwise injuriously affecting them : others, now subject to the inconveniences and evils from which these have just escaped, expect to be benefited in a like manner during the coming year. I shall rejoice, if I am permitted to live to record the gratifying fact, that no child is taught in any dark, damp, and unwholesome basement by permission of the Board of Education.

The discipline in the schools, confided in part to my super-

vision, varies ; in some, corporeal punishment is never resorted to ; in others, it is too frequently employed by assistant teachers without any authority whatever. I repeat what I said in my former report, that I do not deem this kind of punishment necessary, except in very severe cases. The habit of whipping very little children for every offence is wrong and pernicious, and no good school can be found where it is tolerated. Other means for the maintenance of order, and a wholesome state of discipline, can be employed far more efficacious and humane than a constant resort to the rod ; and it is worthy of note, that where that is the general resort, the order of the school is only maintained by its continual use. The pupil ceases to love or respect his teacher, regarding her as his greatest enemy, instead of being inspired by her kind, affectionate, and winning manners, promptly to obey all her commands.

On one occasion, while visiting, as I entered a class-room, I saw a boy standing with his hand extended toward his teacher, who had a ruler raised ready to bring it down with some severity. Hearing the noise occasioned by the opening of the door, but not knowing who it was, she changed her purpose, and gracefully, by a waive of the uplifted hand, directed the boy to his seat. This act of the teacher was noticed by the pupils, who looked at her, and then at me, and quietly exchanged smiles with each other. I left the room, well satisfied that a lesson in deception, as well as cowardice, was given to that class, by her who should have taught a better system of morals. In this instance she had no authority to inflict punishment ; and the class knew it, and saw at once that, being actuated by fear, she had changed her design, and in doing so had sought to deceive me. Why may not other and more effective remedies be generally adopted for the government of primary schools and departments ? I think they should be.

In all the schools, except nine, the Bible is regularly read every morning, and in most of the latter, as well as in all of the others, the Lord's Prayer is recited at the time of opening. These solemn and impressive exercises cannot fail to exert a

most salutary influence upon the minds of little children never to be effaced. Who of us would desire, if it were possible, to blot from our memories the lessons of maternal love, which we received from the lips of our pious mothers in the days of our infancy? And though years have since passed away, and we have been called upon to be participators in other scenes, yet what great pleasure do we derive from cherishing the recollections of the pious solicitude for the welfare of her child, which prompted the faithful parent to teach it the lessons of religion and of virtue! May we not, therefore, hope that the simple reading of what is acknowledged to be God's holy Word, and reciting, slowly and reverently, the inimitable prayer of our Saviour, will have a tendency to make the most enduring impression upon the minds of the children, causing them to respect that book as the Word of God, and its commands as those which, if observed, will lead them to walk in the paths of rectitude and virtue; to love parents and teachers, and to regard with some degree of interest the welfare of their race? I cannot see that, in the observance of this custom, anything like sectarianism can be inculcated, while great good to the school may flow therefrom. Indeed, it is to be feared that the only moral instruction some pupils receive, is in these schools, and the only knowledge which they have of the precepts of that holy volume, is derived from these morning lessons; and if we hope to preserve our institutions in any respect from corruption, we must teach the rising generation the principles of religion and morality, which Washington regarded as the pillars upon which they securely rest.

With a view to assist in the formation of moral principles, as well as to teach a correct style of reading, are the various readers now in use, placed in the hands of the pupils; and it becomes the duty of school officers carefully to inspect their pages, so that none shall be continued in school which in any manner reflect upon the religious opinions of any class in the community. Selections from the choicest writers, conveying the noblest lessons, illustrated by familiar examples, can be made, which may materially assist in implanting

correct principles of virtue ; and if the teachers, by lives of strict consistency, aim, not only to teach by precept, but also, and more powerfully, by example, then will issue from our public schools a noble army of virtuous and happy youth, in some measure prepared to encounter the trials of life, without sacrificing principles to expediency, and who will not forget that "honesty is the best policy," and that a strict adherence to its dictates in every exigency of life, will surely conduce to permanent happiness and prosperity.

The President, in taking leave of the Board, on the last session which it held for the year just closing, called the attention of its members, and school officers generally, to the importance of primary schools, and urged upon them the necessity, if they would have excellent and successful grammar departments, to devote more of their time to the consideration and adoption of those measures which will render them still more beneficial. His advice is needed at the present time, as many of these neglected schools seldom see the face of an officer, and therefore continue to pursue their daily routine of labor without the smiles and encouragement of faithful trustees. I hope that the forcible exhortation of the President, who, having for many years been engaged in the pleasant duty of watching over the interests of the young, knows from experience their wants, will be heeded ; and that those intrusted by the people with the execution of so responsible a trust, will discharge with fidelity its important obligations.

On the 1st of October last, at the request of the Executive Committee on Evening Schools, I was assigned by you to the supervision of these schools, under the instructions of the committee. On the opening of them on the evening of October, I commenced visiting them, and continued to do so nightly until I had personally seen all the classes of the forty-three evening schools, now under the management of that committee. At a later period, and in accordance with your wishes, I examined all the classes of the schools located in the first, fourth, fifth, sixth, seventh, tenth, thirteenth, fourteenth, and the male schools in the seventeenth ward. Assistant-Superin-

tendent Kiddle, for a short period was engaged with me, until the dangerous and fatal illness of a beloved and interesting little daughter, called him away from these active duties. The schools of the Twenty-first, Nineteenth, and the female department of the Seventeenth ward, were examined by yourself; so that this important branch of public instruction has, during the past season, received the care and attention of the Superintendent and two of his assistants. The examinations just begun in the classes of the schools, are only an experiment, but I would respectfully suggest that they be repeated yearly, commencing about the 1st of December, and continued during the principal portion of the term of the New Year. By giving more time to each school, a better opportunity will be afforded to ascertain the teacher's method of imparting instruction, and the improvement of each pupil. I design, if my health is spared, to complete the examinations already begun, during the coming term. I think I can, even now, see a manifest improvement on the part of the teachers, who feel ambitious to do as much labor, and to do it as well, as those of any other school; and when the results of each class are compared, they desire that those of their own shall exhibit the evidences of faithfulness, ability, and success.

The number registered in all the male schools was 12,015, and the average attendance for the term was 5,713; in the female schools, the whole number registered was 4,540, and the average attendance was 2,676; there were 226 teachers employed in the male departments, of which 47 were females, while in the female departments 145 were employed. When the system of evening schools was first adopted, no child under fourteen years of age was admitted; now, however, in all of them, both male and female, very many classes are wholly composed of pupils between the ages of nine and twelve years, consisting mostly of those whose parents finding that they can attend during the winter nights, take them from day schools and send them to engage in various employments, or keep them at home to assist in household duties.

The grammar schools in the eastern section of the city complain that they have lost very many of their pupils for the reasons thus set forth ; and I think it is a question worthy of serious consideration, whether any child under twelve years of age should be allowed to enter these schools ; for if no rule be adopted with respect to the age at which pupils may be admitted, hundreds will continue to be drawn away from our day schools, before they have received more than a primary school education, to wander through the streets, and along the docks, for the ostensible purpose of gathering coal or chips for their parents, while actually learning to pilfer, and thus paving the way for the commission of greater crimes, when they become a little more advanced in years. The thousands of idle and vagrant children seen playing along our highways, or watching favorable opportunities to plunder, would most of them attend day schools, did they not know that the doors of the evening schools were opened, ready to receive them without any respect to their age.

Every means should be adopted to urge upon the population of this city, who are only in middling circumstances, the wisdom and expediency of sending their children to the various schools which are found near every dwelling ; and the proper authorities ought not to suffer so many small children to congregate together during school hours, without ascertaining who their parents are, and impressing upon them the duty of keeping their children from the commission of petty crimes, by sending them to school. An examination of the records of the House of Refuge and of the New-York Juvenile Asylum, exhibits the gratifying fact, that but very few who enter these institutions, have ever been pupils in the public schools of this city. If we would not have too many exemplifications of the truth of the saying, "Idleness leads to crime," we should employ every expedient to induce parents to send their offspring to the day schools, and to keep them there as long as their circumstances will permit ; and if none were admitted to the evening schools until they were twelve years of age, the

inducement to take or keep them away from the former, while very young, would in a great measure cease.

Those who attend, of more mature years, devote most of their time to their studies, and the improvement made by them is often worthy of commendation. Hundreds of these learn to read, spell, and write, in a single session, and testify their joy at their success in a manner which is truly encouraging to the heart of a faithful and devoted teacher. In most of the male schools, classes of Germans have been formed of those who, knowing nothing of our language, or having only an imperfect knowledge of it, seek to gather therein the necessary instruction, so that they may be able both to speak, as well as write, the language of their adopted country with ease and correctness. In order to assist them, teachers are employed, whose duty it is to devote all their attention to that great and important object. Some difficulty has been found in obtaining competent ones, who are thoroughly familiar with the principles of both languages, and who can pronounce clearly and distinctly all the words of the English. Great care should be taken in selecting those who are in every respect competent for the task, as otherwise but little good can be accomplished through their labors.

I have in the foregoing, not only presented you with the condition of the primary and evening schools, in part confided to my care, and their progress during the year which has just closed, but have also thrown out some suggestions respecting their management, which, though crude, may perhaps, in the hands of able, faithful, and intelligent teachers, be wrought out into measures of enduring usefulness; and to such, I commend them, and not only those, but also the valuable thoughts and hints upon primary school teachings, contained in the report of my venerable associate, Superintendent Seton, which are the results of his observations and experience among such schools for nearly half a century.

Respectfully submitted.

WM. JONES, JR.,  
*Assistant-Superintendent.*

NEW-YORK, Dec. 31, 1858.



quiring not only consideration, but due deliberation. This they may feel to be true; but the difficulty will vanish by a little industrial effort on their part, given, after school hours, to the study of the books they use, in order that they may forecast their intended instruction by a familiarity with the matter of the text and class books of their schools; a professional obligation, which such as would be known as faithful teachers will cheerfully and conscientiously comply with. It is well known that some of the most erudite and capable professors of colleges and universities, though of full minds, efficient, and well trained and disciplined, have often made it a matter of necessity and conscience to study and review that which is to be the lesson of the class on the morrow; and, with the same patience and humility, will not reply to a student's inquiries, unless such inquiries can be certainly and fully answered, but deferring it till another time. Such being the spirit of the office, this mountain will then become a molehill.

Here it must be considered that this analytical use of the lesson, for the purpose of moral development, is, and always should be, applied as a means also of teaching to read; for a paragraph that is not understood, cannot be rendered with proper force and inflection, nor with ease of enunciation, without some analysis of its sense. Such expressed instruction, then, will not only advance the pupil in the art of reading, but the moral points of the lesson will be confirmed in the memory and impressed on the heart. Oral instruction, especially that by sensible objects, both of nature and of art, presents always a wide and beautiful field for cultivation of this kind; for the whole of nature is a book of that impressible sort that may be easily made to carry many a pointed lesson to the heart. A dry leaf, a living flower, a bud, a spear of wheat, a kernel of corn, or any grain; a tuft of grass, a beautiful feather; wool, cotton; a silk cocoon; any of the metals; specimens of the primary rocks—quartz, feldspar, mica, hornblende, serpentine, and asbestos. The mere fact and idea of a *mine*, as a storehouse, or cellar, for laying up the good things for man, like a careful householder's pantry and shelves—how forcible! and

how deep the impression that may be made, as pointing out these beneficent plans—this evident design of the Creator, and the ever-watchful care of Divine Providence—in not only removing them from the surface of the earth, to avoid encumbrance, but that the fertile soil above them may be duly cultivated for other uses; and that, for the comfort and pleasure of man, it may be covered with its carpeted green and its rainbow flowers, pouring forth, from its horn of plenty, “fruits pleasant to the eye, and good for food!” Not only that; but the very labor of procuring the useful minerals, and other precious stores of earth, should make room for that health-conferring toil, awarded them by the search. How striking such a thought, for the first time presented to the opening mind! and how impressive to the tender heart of childhood, when presented with such beneficent views of the Creator, as with new and microscopic eyes he is made to view and observe His plans and designs, and to see love written upon them all, with every friendly blessing from a Heavenly Father’s hand, for His creature man. My heart kindles with an aspiring warmth, at this brief and simple glance only of this great and chiefest work of early education; while I see it lies so all-neglected, except by a few stray efforts at the most pliant hours, while it should be enforcing itself at every step. But it is example that strikes the heart with fullest force, and commands attention, when labored arguments may fall to the ground barren of good, never effecting the desired purpose.

I have opened, at random, Sanders’ last little primary speller, comprising a few simple reading lessons. Here is one:

“THE BIRD’S NEST.

“O! Jane, here is a bird’s nest! It has five eggs in it.

“We may look at the eggs; but we will not take them.

“The bird has just left her nest, to find her mate.

“She need not fear, for we will do her no harm.

“None but bad boys will rob a bird of her eggs.

“Now we will go home, and then the bird will come and take care of her eggs.”

Here is a tender and affecting passage. Think of this, though but a short lesson, read limb by limb of every paragraph in the teacher's gentle dictating tones; the pupils responding to her suitable emphasis and inflections as a preliminary step to efforts of individual reading. Think of this lesson, headed as it is, with an expressive picture of a brother and sister tripping homeward, through the fields, from a village school—a tree and bird's nest in the foreground, and there is a farm-house yonder, and far in the background, a golden spire points, as with a gilded finger, to the heavens,—is not this a place to pause, for the teacher to say: "This is a very tender piece. We must read it with gentle tones, and not harsh; for it is full of love, and love is gentle in its tones. Love never hurts anything. See the gentle Jane, she is speaking kindly to him, so should all sisters be kind and tender to their brothers; perhaps she will persuade him to sit there on the log among the bushes till the mother-bird returns to the nest; for unless she keeps the eggs warm, there will be five little birds less to sing next summer; how hard-hearted then to destroy or disturb so lovely a work."

*Teacher*.—"Repeat after me, pointing with your forefinger. Let your finger and your voice go up at *O!* and *Jane*; and then let your voice fall, and your finger move downward at the exclamation, by the word *nest*; and your voice again fall at *it*. There is a period there, the longest pause; your finger must there move downward again. Now repeat after me, pointing with your finger upward and downward as I told you. *h* "*O! Jane, h* there is a bird's nest!*h* It has five eggs in it."*h* The pupils thus go through the paragraph, responding to the teacher's dictations; after which individual reading begins. *Teacher*.—"John, you read the first sentence. But first, let all tell me where John must stop for a sentence?" (They will answer the first period.) "Tell the page, number of the chapter, and the subject of the piece. The subject is under the picture, read." *John*.—"Page eighteenth, Lesson twenty-ninth." He may perhaps say twenty-nine, and may be corrected by others—"twenty-ninth;" as he reads, some of the class may

correct him for keeping up his voice where it should fall. Another, perhaps, makes wrong emphasis, which will require the teacher again to dictate, when they all respond again to the proper tones given by the teacher. As many as opportunity permits will read successively till the lesson is completed, when it may again be read by dictation from the teacher. In large classes this repeated general reading is every way desirable. It gives lessons to all, when all might not be permitted to read individually. It will also be found a great help to the advancement of the class, to correct errors of emphasis and inflection by dictation and response, that is, if the class has been first trained to habits of attention, and to the use of the finger by pointing, &c. Then the frequency of such occasions is desirable, and it will be found a reliable means of teaching to read. The pauses are best taught from the book while reading. They should then be asked, as in this case, "What is the pause at Jane and O? at nest? at it?" sometimes asking how many pauses in that sentence, what are they, and after which words? In conclusion, they read simultaneously from the teacher's dictation, when the teacher says, "You may read this to yourself at home, or to your mother; and if we live to be here to-morrow, we will then read it once more together; and one may read it all, to the rest, and to me, and then we will have a new lesson. Look at me; tell me how many eggs were in the nest? Did they take them? Where was the bird? would it come back soon? Would Jane and her brother hurt them? Who rob birds of their eggs? Would the bird let them get cold? What if it should, or if taken away, or broken? Do you love the song of a bird? Does love do any harm? Now let us sing,

" 'Little children love each other,  
It is the blessed Saviour's rule.' "

A lesson thus read and analyzed would be impressed on both mind and heart. When read again and again, new thoughts would occur. They would not weary of it, for t

would delight and amuse the mind, and it would the sooner be well read.

Let the spelling lesson comprise the objects of the picture as well as the difficult words of the lesson. *Teacher*—Spell *Jane*, the given name of a girl (female). *Bird*, a feathered animal. *Nest*, a place for birds to raise their young. *Eggs*, the produce of hens and other animals. *Log*, a big stick of wood. *Trunk*, the body of a tree. *Limbs*, the branches. *Foliage*, all the leaves. *Shrub, bush*, small trees. *Books*, more than one book. *Book*, a volume (it means to roll, for the leaves of books were first *rolled*, not folded). *Mate*, a companion. *Home*, the place where we live. *Harm*, hurt. *Rob*, to steal. *Five*, a number. *Spire*, the top of a steeple (buildings with spires and towers are generally churches). *Church*, a house of God, of worship, of prayer. (Teacher) now repeat these lines,

"I've been to church, and love to go ;  
 'Tis like a little Heaven below :  
 At once they sing, at once they pray ;  
 They hear of Heaven, and learn the way."

(They sing.)

Here we see how both reading and spelling may be made subservient to the all-important and enduring purpose of moral development ; and is it not worth all the trouble ?

On the page opposite the reading lesson I have thus exemplified, the spelling columns have at the top, severally, a steamer, a boy and sled, a frog, a drum. The first would suggest the design and goodness of Divine Providence, in preparing the ocean as a highway for the nations, the family of man, that they might come see one another ; also, that hot and cold countries have different products, and that the exchange of them, by the means of the ocean, is to the comfort and enjoyment of man. *Sled*, a carriage on runners. This will remind of *snow*, frozen vapor, a covering to the herbage from the rigor of winter. The Bible tells us that God sends "snow like wool"—white like wool, warm like wool—as a defence against the cold, for tender plants. *Frog*, a reptile (creeping animal), a very active animal. They have so many of them in the dikes

of Holland, croaking in the night, that they have been called "Dutch nightingales." In France they are much eaten. They delight in wet weather, croaking loudly with joy at its approach, so that they are good barometers, to show the state of the air. They live on insects, which they catch with their tongues, which they fold far back in their throats, darting it out quickly at flies and other insects; and, being covered with a sticky or slimy substance, they stick fast to it, and are thus caught. Here they might be told the striking and emphatic fable of the "Frog and the Ox," showing how the young frog, in attempting to imitate the great size of the ox, burst its skin!—a most emphatic emblem of pride and folly. The tenor of the parable is well understood and appreciated, even by very young children; but with lads just entering their teens, I have often found it of effectual and practical usefulness, in repressing the budding vanity and self-conceit that invariably marks the threshold of the second decade of life. In proof of its excellence, I may state that, long since, while attending a convention of School Superintendents, I made use of the illustration; and an author, who, from conscientious motives, would never make use of fable, in any form, in his publications, acknowledged *this* to be both expressive and appropriate; while others present, in expressing their approbation and gratification, added, they were compensated for their long journeying, to see old *Æsop* put to so practical a use in moral training.

*Drum*, an instrument of music. It would suggest the evils and cruelties of war, its manufacture being significant of it. The drum-head parchment being prepared from the skins of wolves and asses, such as follow the drum to battle, must somewhat partake of their nature.

"Peace on earth, and good will to men," is the song of angels. Peace is among the greatest of blessings. The Saviour of the World is named "The Prince of Peace." Little children in love should follow in His steps; then He will still bless them, as He once did the little ones, when He was on earth, and said, "Blessed are the peace-makers: they shall be called the children of God." How impressive, then, would be the singing of their little sacred song, so often sung:

“I think when I read the sweet story of old,  
 When Jesus was here among men,  
 How He took little children, like lambs, to His arms,  
 I should like to have been with Him then.”

Such would be the natural tenor of reflection from lessons studied for such moral intent. This deliberate manner of teaching little children—these interrogations—this stopping to think—this sprightly and instructive colloquy, with an occasional moral reflection, without strict sermonic sobriety, all so consonant with the characteristics of children—how profitable and interesting to the pupil, and what a pleasure, too, to the teacher, and a relief from the drier toils of teachings, when once well practiced in it. Then, how bald would a lesson appear without such brightening garniture; it would seem, then, almost profitless to this. Is it desirable to teach with energy and earnestness? is it everything? Then such a method gives full latitude for it. This would never weary teacher nor scholar; while the hurried, worrying, mechanical way too often seen, must always be repulsive, and retard the progress.

Reading books are too much encumbered with spelling columns, symbols and keys to pronunciation, and for other purposes. They are profitless to the pupil, except through the instructions of the teacher, who should carry out such designs without the necessity of keys, &c. Some of them are mysterious to the pupils, and perhaps, through carelessness, never explained to them; rarely studied by the teacher, and sometimes not at all understood by them, because the preface and explanations of the author have not been even read; consequently, the book may be often used contrary to the design of the author. I have sometimes asked the meaning of such marks in books long in use, and the teachers themselves have been ignorant of the purpose of the arrangement, and then learnt it for the first time, by reference to the preface. Some books have at least one third of their contents printed in *italic*; so that the proper intent of such type cannot well be practically taught. In other books, nearly half a page of enunciating tables precede the reading lessons, and with such an array of mystical marks as are at least sadly puzzling to the eye; others

are full of hyphens, dividing syllables, to render reading *easy*, but actually only presenting a new difficulty.

Much of such arrangements is quite unnecessary, and out of place. That which is really useful would be more appropriate in a separate treatise, or arranged in another part of the book as an appendix. The teacher should understand the whole subject of pronunciation, and other relative matters, so well as not to need any such guides, which should be used only in some unusual case. No explanations should be introduced in the body of the reading lessons, except by reference to margin or appendix; so that the typographical arrangement of the pages of a reading-book should differ little from other volumes, being unencumbered by any such extraneous matter.

It is even preferable not to have the paragraphs numbered with figures; for, besides giving the page an ill look, it serves but to countenance carelessness and inattention on the part of the pupil, while the vigilance of the teacher, during so important an exercise, should render superfluous such helps to keep the class straight, or to enable the pupil to conceal his wandering from the place. Effectual training to habits of attention is one of the teacher's best triumphs in his art; and this should be gained at the very threshold of the primer-book.

The precise and prompt use of the forefinger of the right hand by beginners in pointing the place, and guiding to inflection, as already advised, will be one effectual method for gaining this point; and when once gained, rapid progress will be made, for the eye being fixed on the word, it receives its form, and soon becomes familiar with it from dictation by the teacher, or any of the more advanced pupils who may be in the class. The use of the hyphen for dividing syllables, a method often applied to primer books, is a blunder of the book-makers. So far from being a help, it is a hindrance to learning to read, by disturbing the form of the word by which it is recognized. Besides which, it prevents the distinguishing of compound words, which is the chief use and significance of the hyphen.

From continued experience, I am the more confirmed in the



opinion, that words are learnt by their shapes rather than by the means of their orthography, which is a separate branch of instruction. Spelling by the name-sound of the letters may, by practice and habit, become somewhat a necessity, if, from the first attempts to read, it is enforced by the arbitrary dictum of the teacher. Even spelling phonetically is but of little use while we have a surer guide by the eye, with the use of the finger in pointing to the words, and pronouncing them as spoken by the teacher, or otherwise. Such a practice will sooner confer an aptitude to recognize the same words, than by stopping to spell them, especially if the words be repeated on the same page, as they should be in all early lessons. So that it must be conceded, that pronouncing the words of the lesson while pointing to them, as they are dictated by the teacher, will sooner make the pupil familiar with the forms of words, and thereby remove the chief difficulty of reading than any other method.

A right reading-book for primary schools should comprise selections of narrative and descriptive pieces, with a large proportion of colloquy, a few simple scientific sketches, some simple and easy poetry, a few brief extracts from the preceptive and narrative portions of the Scriptures in paragraph, with selections from Mrs. Barbauld's early lessons ; such as

"SPRING.

"Come let us go forth into the fields :  
 Let us see how the flowers spring—let us  
 Listen to the singing of the birds ;  
 And sport upon the new grass.  
 The winter is over and gone, the buds  
 Come out upon the trees—the blossoms  
 Are seen, and the green leaves sprout."

There are no better writers for children than Mrs. Barbauld and Miss Edgeworth. Their paragraphs are always in good taste, and simple, without being puerile. I have known scholars of the public schools, after having read constantly, as a class-book, "The American Popular Lessons," selected prin-

cipally from these writers, to draw it from the school-library, that they might read it to themselves—an expressive testimony of its interest and intelligibility. "Sandford and Merton," Dr. Aiken's "Evenings at Home," and Bergwin's "Looking-Glass," would supply ample extracts of the foregoing characteristics. These should be printed in a bold, clear, angular type. Each book should not only have a title page, but also a significant frontispiece. Its pages should also be illustrated by well executed cuts; for which purpose, much care and judgment ought to be exercised in selecting the points of the lessons so to be illustrated. Excepting in the primer, a table of contents should be given in each lesson-book. The paragraphs should not be numbered; and there should be no division of syllables by hyphens, neither tables of enunciation, nor columns of spelling and definitions. These should be as addenda at the close of the book, and for purpose of reference, should be designated by Roman numerals to correspond with the reading lessons. The pages of the reading-books would thus present, as they always should, an appearance similar to that of other books. The first reading-books should be all of a similar character, only progressively varying in simplicity of style. They should present on every page a variety of the pauses and usual indicative marks. The first page or two of the primer, having only the shortest and longest pause, the semicolon and interrogation point; exercise on these, with an occasional lesson on the black board, would soon enable all these conventional signs to be recognized in the book. But as they are best learnt from the page while reading, the advanced paragraphs should comprise the whole variety, with an occasional index, and asterisks referring to the foot of the page, that their practical use may be understood. Such reading-books would be helps to read, and would remove many stumbling-blocks now in the way.

The best mnemonic key is association. Of this the teacher should make great use, applying this powerful principle of mental training whenever it can be introduced. A *primary* spelling-book should therefore be arranged on such plan. It is not

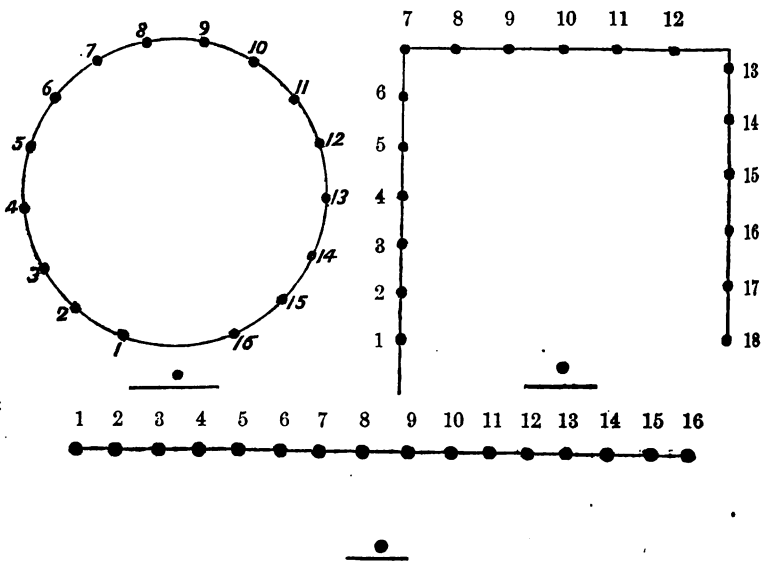
at all necessary to confine its columns to either three or five-letter words, nor yet words of one syllable only; but horse and elephant, and even rhinoceros might appear with dog and cat. Ball, sphere, cone, and cylinder, classed as *round bodies*, would present no real difficulty of spelling. For c-y-l cyl, i-n in cylin, d-e-r der, cylinder, is only a succession of monosyllables, and would, by practice and association, be as easily spelt as d-o-g dog, a-n-d and, dog and, c-à-t cat, dog and cat. Classification of the subjects would be the key to memory. By the same aid, bureau, mirror, looking-glass, counterpane, coverlet, and blanket, as articles of the bedroom, would be as easily spelt by the primary scholar as ox, box, and fox. So grid-iron (to *broil*), frying-pan (to *fry*), and oven (to *bake*), in definition and orthography, would soon be understood and remembered by their association, as *things* of the *kitchen*; and garret, parlor, bedroom, kitchen, and cellar, on the same principle, as highest room, best room or sitting-room, sleeping-room, room for cooking, and the lowest part of the house. Thus our primary scholars would very early become good spellers and definers by this powerful principle of association, making it their key—unencumbered by other orthographical keys, of diphthongs, digraphs, and silent letters, &c., by which such plain and common words, as throat, tongue, thumb, knuckle, palm, and wrist, are deferred till after spelling scores of columns of longer because smoother words.

The definition of words had not been required in any of the common schools of this city, till 1832, when the system was so changed, as to have class-rooms, assistant teachers, and primary schools for the smaller children, and lower classes. The definition of words was a measure introduced first by the primary school committee, in their schools. Requiring the pupils at the examinations of the schools, to give definitions when spelling; so that the lower classes in the primer-books could thus not only spell with facility, such words as scissors, Wednesday, Saturday, Sabbath, and February; with nephew, niece, grandmother, breakfast, dinner, morning, evening, and mother; but also define them. The first, or highest class learned

such words as Kamschatkan, electricity, ichthyology, zoology, metaphysics, entomology, and geography, spelling and defining them with ease; because these were in their lessons classed or associated together, and familiarly explained. Smith's "*Juvenile Definer*," is formed on this method of classification, and is found useful for this purpose. The reasonableness of introducing words of several syllables, with four and five-letter words in early reading lessons, appears at once, by the variety, agreeableness, and intelligence of the paragraphs, and the apparent pleasure with which they are attempted to be read by the pupils; also, the evident pleasure with which a child spells a long word from dictation by the teacher. Some of the Abecedarians, now spell alphabet, interrogation, exclamation, apostrophe, and quotation, because they happen to be on the alphabet card. They delight in difficulties—both physical and intellectual; unless they are *taught* to be afraid, what daring gymnastic feats will they not achieve, and how dauntless they are at climbing; so also mentally, the thoughtless observation of the teacher, "It is too hard," is often a stumbling-block to the pupil.

Emulation is so dangerous a principle to form the basis of character in early life, and scholastic rivalry so doubtful in its issues, as to render it prudent and judicious to avoid the presenting of so dangerous a motive, as inexperienced teachers would often substitute in place of their own skill in governing their pupils. Luring them forward by nobler incentives, is better than the display of a medal, or the ambitious reputation of being head of the class, or head of a school. I am therefore gratified to find very much the absence of the old-fashioned way of taking places in class, for gaining the head. Yet the lack of skill and experience in teachers so young as are often found; with the listlessness and inattention almost always incident to large classes, and a full school (which is generally the case with ours), seem to require at least, some incentive to enliven morbid insensibility, and to stir the slothful to action, amidst the tedium of a monotonous round of study and recitation, and an *exact*ed *quietude* which of itself perverts the animated characteristics of childhood, and represses mental exer-

tion by moping. The honor of head, and the display of badges of merit, have too large a leaven of pride, to be productive of any real benefit to the individual pupil; though perhaps for a while, apparently advancing the school. The class by taking places, at last brings each to a level, when the heretofore active themselves become slothful; while the duller scholars remain at foot, not only despondent and discouraged, but often stirred to envious and angry feelings. These are unavoidable evils of such a course. There is however a plan of taking places, that was once operative in our primary schools, and productive of excellent fruits; and which I would here commend to notice. The principle of its practice has been partially acted on in some of our academies, and higher seminaries; that of the head scholar passing to the foot to gain new triumph, and giving hope to those of lesser ability of making upward progress. But the most judicious method is the circulating class of Stoa, of Islington, England, in which the pupils take places, not only from head to foot, but also from foot to head; producing an exciting and beneficial effect. It is part of his excellent plans for extending mutual instruction, which has been but little known or practiced here. It is illustrated by the following diagrams.



The place of each scholar is marked at the last recitation, and they take places according to the record of the class-book. No. 1, is questioned, spells, reads, etc. He commits an error; no one is able to correct it till No. 16; he passes to head, and has gained a circle or head; and No. 1 passes to foot, and has lost one. No. 5 is in error; no one corrects till No. 4, who thus gains a circle, but none is lost. By this it will be perceived, that no pupil can get so high, but that he may go higher; and none so low, but that he may go lower. The smart and intelligent scholars passing up the class, correcting the mistakes of the dull ones, are in effect teaching them; while they, in turn, circulating from foot to head, to be lower, are again benefited by collision with the brighter scholars, and stimulated to exertion. It is itself, a stimulus to the deficient scholars, only to see the head scholars constantly removed from their path, opening the way for themselves, who are struggling, if possible, to gain *one* head, to inspire them with renewed hope. This earnest rivalry has a most healthful moral influence, without the evils of undue emulation, and may be safely recommended as a practical method of school incentive for the better improvement of both the active and the duller scholars; and is, I think, the only proper way of taking places, and one that is not productive of any evil effects. The record of the class may be kept by a pupil on the black-board, and transcribed by the teacher in his class-book.

Connected with this novel and interesting plan, there are other methods equally so; one was, the pupils were permitted to dictate their own knowledge of any branch of instruction, another responding to it, and then turning round to interrogate the next pupil, who gives the answer (no doubt correct), having already heard both the dictation and response. This may be allowed to be done specially by one pupil, or the privilege extended to alternate pupils till all have been engaged in the exercise. This is a very good method for the study of the arithmetical tables by a whole class, one taking the book and dictating to them. For example, the leader says to the first pupil—"Three scruples one drachm," who responds to the dic-

tation—"Three scruples one drachm." The first pupil then turns to the second and interrogates—"Three scruples?" who responds, "One drachm." The reader again dictates to the second pupil, "Eight drachms one ounce," who, turning to the third interrogates, "Eight drachms?" The third replies—"One ounce." They thus continue by the same process through the whole class; each of the class receiving a dictation, responding to it, and interrogating on it; thus in the most efficient manner committing the whole lesson to memory. The dictation may be made by a teacher or a pupil. In the economy of a school, it may be of advantage to appoint a pupil for the purpose, while the teacher may direct some other exercise. This may also be made a general exercise to the school, part responding to the teacher, and the others interrogating in turns; geographical terms, the capitals, etc., might from the classification of the books be thus taught. But this should not be used to the exclusion of good outline maps, which is, after all, the best and only proper manner of teaching geography to primary scholars. I cannot but say, that I deem this method of dictation worthy of consideration and practice. The personal engagement and collision of the pupils, the audible dictation and response, and the action of the reflective faculties by that effort, with that of replying to the interrogations, are worth hundreds of silent reiterations, by the conning eye, or whisper, or more audibly, in committing a task to memory. The whole method is entirely an intellectual process, and not dependent solely upon the exercises of the lower faculties.

Another modification of these intellectual plans was that of allowing the pupils the privilege of a voluntary exercise; questioning one another on any of their studies, and taking places. In the practice of this pleasing and exciting exercise, one giving out a difficult geographical question, or a hard word to spell, beginning at foot, would travel to the head of the class, and then in triumph answer the question; or if receiving a correct answer, the proficient one then took his leading part in the game, interrogating through the class till receiving a cor-

rect answer, and so on. Again, they were permitted to bring questions from home. They were thus put in pursuit of knowledge under most favorable circumstances, voluntary engagement and eager excitement. They would thus bring their acquirements with animated interest, and it was sure to be well remembered, from whatever source obtained. By these pleasing exercises, I have known much useful knowledge voluntarily and incidentally acquired, probably never to be forgotten. The latter method formed a sort of literary game, in which the profit and amusement of the pupil went hand and hand; and might be successfully used (as I have known it to be) in the discipline of the school, by making it the reward of punctual and regular attendance, etc. Another feature of these plans for extending mutual instruction, was in connection with the reading exercises. Each was to question the next in class, on the matter of the paragraph read. This was done in turn. Immediately on reading the paragraph, the reader, turning to the next, questioned on the letter generally, but sometimes, on the scope and spirit of it. I have often been surprised at the accuracy with which I have known this to have been done, after a practice of only two or three months, by pupils whose minds were well developed by processes of intellectual training; any well-taught child of eleven or twelve years, should be competent to such an effort. But we may not expect this of pupils, when it is seldom practised by teachers. To encourage them to it, I will state, that I have actually seen this analysis of the text so well done, that I have thought that unpracticed teachers might not do it with better judgment. Mr. Stoa's treatise on these plans for "extending mutual instruction," has not, I think, been published here, neither have I seen it; a trainer from his school was in this city, and employed under my personal direction in some of our elementary schools and the institutions of charity. He was intelligent and capable, but being of dissipated habits, he died during the prevailing epidemic of 1832; and not long after, these plans of usefulness, though successful, fell into neglect, and were at last lost sight of through changes of teachers, and other temporary



obstacles, and were not afterward revived. The foregoing is all I remember of that which came under my observation ; and is mentioned thus fully here, as suggestive to teachers.

The capability of children to understand what is properly presented to their young minds, and their ability to practice it, by imitation and from intelligence too, are far too much depreciated by teachers. I meet with this want of confidence in their capacities, almost at every step in my walks among the schools ; my habitual and long intercourse however with children, their early habits of abstraction (though this is strongly disputed), and the unacknowledged strength of their capacities, as I have found, teach me quite another lesson. If their minds are dull, and much locked up, I have thought the cause may sometimes be sought for in their teachers, and their books, and the arbitrary laws of the school-house. Children delight in exercising the mind, as much as they do the body, and the great fault is restricting them while at school in both these strong propensities of nature ; they do and will exercise both, except when trammelled by the irrational and unnatural laws of artificial and mechanical teaching from books, and the storing of memory by oft-repeated words not understood, and facts and statements not analyzed. An illustration and confirmation too, of this confident assertion, presented itself to me recently, in (I may say) the engaging form of four young idlers in rags (though on Sunday), who had probably spent the day in frolic and fun in the parks, the market-places, or on the docks ; and becoming weary of their roysterly pastime, at the close of the day strayed into the Sunday-school room, prompted by curiosity to see its looks after school hours. Their eyes sparkled with intelligence from beneath their matted hair, and their soiled cheeks were ruddy with the fresh-stirred blood from a healthful fountain of natural life, made so by natural and unrestrained habits of youthful activity. There was "no pent-up spirit" beneath their "muddy vesture of decay." But mind as well as body, though misdirected, had been well developed by their peripatetic explorations of the streets and the fields for perhaps weeks, and months, and years ; so that in

my catechising of them, I had no need of "the inductive" process, for they had been already led step by step—by the gentle pedagogy of nature; she had *led the lads* by a continuous synthesis—a living chain of natural objects in the world around them, with links of associations scarcely to be unlocked, and taught them, though young, to read men and things "like a book." They were very apt, having ready answers for every inquiry concerning themselves. I quoted to them several plain scriptural passages of wholesome precepts—among them the words of promise—"Let a man forsake his sins and turn unto the Lord, and He will abundantly pardon." Thinking they understood all but the polysyllable, I asked what that meant, one said, "What you carry—a big bundle;" no, said another, "It is a great mess;" and another, "Ever so much." They had the idea from the connection, but not right words to express it. It was understood, and much more was understood by them, without the appliance of books, for they could not read. But had books been their privilege, with teachers to use them, by the same easy and natural process by which they had been thus taught by the Book of Nature, what would have been their capacity; and what honor had they already done to their sensible teacher! They are born with a desire to know, and they will know. It is for the teacher to guide to a right knowledge. The appetite for it is strong as that for food. A new word is pleasant to them; how delightful to gain a new idea. Look at the street boys generally, how inquisitive, how ingenious, how fertile in contrivances! Oh, if they were but controlled and guided, what issues might crown such happy efforts; the triumphs to which it might lead, if well directed, might satisfy the most ardent desires of doing good. Yet how sad now the thought, that all this fine gold is to be dimmed as they verge to manhood; the mind and heart to be brutalized by vice and sensuality, till even that which Nature so happily taught them, is covered with smouldering ruins! What a pity it should all be thus lost, by the wrong development from childhood, of all their moral powers.

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they would sooner find a consequent success, and very different results, both mentally and morally ; because they would be influenced and led to adopt a better and more natural system of teaching.

This want of faith in the teacher has, sometimes, something to do with the want of order in a school. The active mind is cramped and worried by this treadmill, monotonous operation of rote words without meaning ; this one stale round of saying words and letters, without any requisition on their powers of thought. For though wearied in it, they nevertheless are ever ready for the active pursuit of knowledge in any other attractive path to which they might be rightly guided. Parents themselves, so partial to their children, and ever ready to discover their talent, and to show off their intellectual attainments, acquired incidentally by their intercourse with others, are not at all aware of the actual depth and strength of their capacities, by which they have already done so much for themselves ; so that they generally remain without any other training, till their school days, being mentally nourished only by what may be called a kind of mental browsing. But the observant and experienced teacher, to whom such a child may be happily confided, with a proper faith in the capabilities of children, will, from the beginning of its lessons, bring into requisition, the mental powers, greatly excitable and expansive, though treasured within the frame of so otherwise a feeble being. He will discern and appreciate the vast power and capacity of a human intelligence, and will be guided accordingly, in training it to the proper end of its being.

The youngest child, even less than a year old, not able to enunciate a single word, will not only make its wants known, but will understand a thousand things said to it, in a language which, only through the greatness of its mental capacity, it has acquired so soon. How rapidly they acquire words, when once able to speak, and how appropriately too they use them. Even their breach of the arbitrary rules of grammar accord with the true significance of language. How they love to talk, and in their first efforts how they delight to repeat, and

what lavish use they will make even of a single word, saying, "me, me, me;" even then, how might the infant mind be opened and developed by judicious efforts of intellectual training. But teachers have the advantage of the accessions of four years to begin with; what power is on their side, yet, because of their little faith, how limited the use of such acquisitions!

I have found some of the classes well trained to *thinking*, and their consequent acquirements are sometimes surprising for those so young. How gratifying, too, to know that this has been effected, not by tasking the memory, but more by a series of general oral exercises, on interesting subjects, as dictated by nature, the higher faculties of the mind having been exercised by familiar colloquy with their teachers—a method greatly of advantage with such little ones. Memory is thus stored by the comparative and reflective faculties having been brought into exercise, and observation enabling them thus to gather ideas instead of words; and in their answering questions to give rather their own thoughts than the words of a book. Such discoveries are the more agreeable, as they give assurance that the physical powers of such infants are not being destroyed by pressing too much on memory—an alarming evil that greatly excites my sympathies, from its dangerous effects, but of which the teachers generally seem themselves to be little aware.

For the sake of example, I have jotted down the following, as a sketch only, of the examination of a class of abecedarians, and a division of it just beginning to read in the *Primer*. The answers to the questions were, at all times, given both individually and collectively. The results certainly give evidence of a well-taught class. It may be observed that these lower divisions of the school are beginning to be better of their grade, than the more advanced classes, which augurs well, and brightens the prospects for the future.

I began by numbering with the balls of the numeral frame, counting a dozen, half a dozen, three quarters of a dozen, a score, half a score, &c., then adding by twos, three fours to sixes, on each of the twelve wires, all of which had been at first

answered without the use of the objects. These facts they are sometimes taught by repetition. I, therefore, as a test, go over them, step by step, by visible illustrations, and sometimes find them deficient in aptitude to comprehend the process. I proceeded to illustrations of multiplication, by counting three wires, and three balls, and asking "How many ones?" "Three." "Three times one?" "Three." "Count from three." "Four, five, six." "How many?" "Six." "How many twos?" "Three twos." "Three times two—how much?" "Six." "Count from six." "Seven, eight, nine." "How many?" "Nine." "How many threes?" "Three threes." "Three times three—how much?" "Nine," and so on to three times twelve, thirty-six. Then four wires and four balls, thus adding and multiplying. Now, unless the minds of pupils have been somewhat developed by a right method, they will be scarcely able to carry on such a process. They again added thus: two, four, six; three, six, nine, twelve, &c., to six, twelve, eighteen, twenty-four, adding the balls. We then went from numbering to figures, performing the same by figures, as had been done by the objects. First, using the dissected cards with figures, combining four figures, sometimes reversing the figures, as 43, 34, 345, 543, 4,647. Finding they could read and combine figures, I noted them on the black-board, going through the same processes, first asking, "What are these?" "Figures." "What kind of figures?" "Arabic figures." "How many Arabic figures are there?" "Ten." "Name them." "One, two, three, four, five, six, seven, eight, nine, naught." "How many digits?" "Nine, and naught or cipher?" "How many in all?" "Ten." I then made them think them out in irregular order, noting them in the order they dictated them to me, thus,

7	8	4
6	9	5
3	1	2
	0	

I took again the cards of single figures, combining them by several changes as far as four figures; then immediately transferred the same exercises to the black-board, saying, "What is Notation?" (They)—"Writing figures." "What is enumeration?" "Reading figures." I said, "To note, means to mark, to write. What is it to note?" They repeated the dictation. I said, "Read, as I write, or note the figures." I wrote down 320, 500, 621, &c.; also 20, 79, 84, &c., arranging them perpendicularly on the black-board, they reading them readily as I wrote them. Rubbing them off the board rapidly, they told me what sums severally had disappeared, taking two sums at a time, as 621 and 500, and even three sums, when comprising only two figures, as 20, 79, and 24, repeating them as withdrawn, sometimes without hesitation, but always thinking them out without any prompting. Again, they read as follows: 9,678. This was done thus: First, 8, then 78, 678—9,678. As I noted from right to left, I put the point before the nine; then they read it by my saying, "I will make it more; here are thousands, how many?" "Nine thousand." "How many hundreds?" "Six hundred and seventy-eight." At the period, I made a significant motion with the finger upward, which always, by association, reminded them of the thousands; they joining it to the hundreds as I tapped at each of the other figures. I repeatedly altered the arrangement of the figures, they continuing to read by the same process to millions with ease. This was evidently putting their knowledge to use; for they must have observed by my tapping and significant motions, that it was only successively units, tens, hundreds, in each period, only of a different name or denomination. By such illustrations, how more readily would they subsequently comprehend the enumerating by places and periods, from right to left, in order to read a line of figures.

The next exercise was on the Roman numerals, asking "How many Roman letters are used for Roman numbers?" "Seven." "Name them." "I. V. X. L. C. D. M." I arranged them in a tabular form thus:



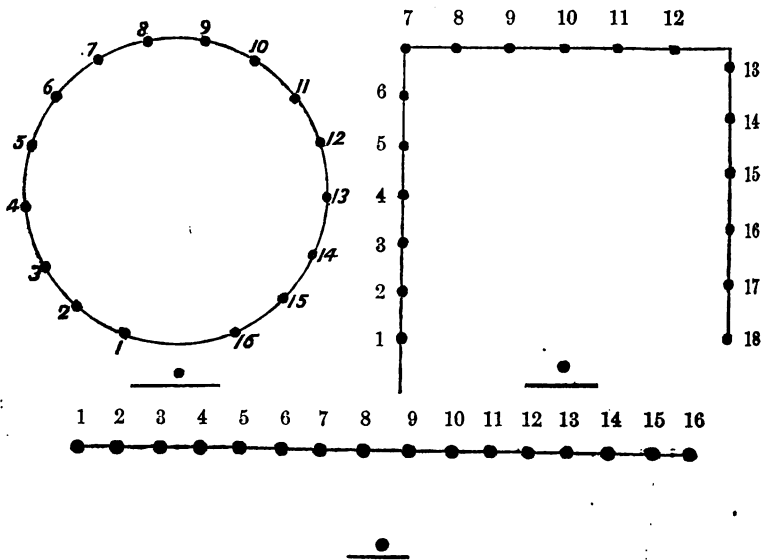
at all necessary to confine its columns to either three or five-letter words, nor yet words of one syllable only ; but horse and elephant, and even rhinoceros might appear with dog and cat. Ball, sphere, cone, and cylinder, classed as *round bodies*, would present no real difficulty of spelling. For c-y-l cyl, i-n in cylin, d-e-r der, cylinder, is only a succession of monosyllables, and would, by practice and association, be as easily spelt as d-o-g dog, a-n-d and, dog and, c-à-t cat, dog and cat. Classification of the subjects would be the key to memory. By the same aid, bureau, mirror, looking-glass, counterpane, coverlet, and blanket, as articles of the bedroom, would be as easily spelt by the primary scholar as ox, box, and fox. So grid-iron (to *broil*), frying-pan (to *fry*), and oven (to *bake*), in definition and orthography, would soon be understood and remembered by their association, as *things* of the *kitchen* ; and garret, parlor, bedroom, kitchen, and cellar, on the same principle, as highest room, best room or sitting-room, sleeping-room, room for cooking, and the lowest part of the house. Thus our primary scholars would very early become good spellers and definers by this powerful principle of association, making it their key—unencumbered by other orthographical keys, of diphthongs, digraphs, and silent letters, &c., by which such plain and common words, as throat, tongue, thumb, knuckle, palm, and wrist, are deferred till after spelling scores of columns of longer because smoother words.

The definition of words had not been required in any of the common schools of this city, till 1832, when the system was so changed, as to have class-rooms, assistant teachers, and primary schools for the smaller children, and lower classes. The definition of words was a measure introduced first by the primary school committee, in their schools. Requiring the pupils at the examinations of the schools, to give definitions when spelling ; so that the lower classes in the primer-books could thus not only spell with facility, such words as scissors, Wednesday, Saturday, Sabbath, and February ; with nephew, niece, grandmother, breakfast, dinner, morning, evening, and mother ; but also define them. The first, or highest class learned

such words as Kamschatkan, electricity, ichthyology, zoology, metaphysics, entomology, and geography, spelling and defining them with ease; because these were in their lessons classed or associated together, and familiarly explained. Smith's "*Juvenile Definer*," is formed on this method of classification, and is found useful for this purpose. The reasonableness of introducing words of several syllables, with four and five-letter words in early reading lessons, appears at once, by the variety, agreeableness, and intelligence of the paragraphs, and the apparent pleasure with which they are attempted to be read by the pupils; also, the evident pleasure with which a child spells a long word from dictation by the teacher. Some of the Abecedarians, now spell alphabet, interrogation, exclamation, apostrophe, and quotation, because they happen to be on the alphabet card. They delight in difficulties—both physical and intellectual; unless they are *taught* to be afraid, what daring gymnastic feats will they not achieve, and how dauntless they are at climbing; so also mentally, the thoughtless observation of the teacher, "It is too hard," is often a stumbling-block to the pupil.

Emulation is so dangerous a principle to form the basis of character in early life, and scholastic rivalry so doubtful in its issues, as to render it prudent and judicious to avoid the presenting of so dangerous a motive, as inexperienced teachers would often substitute in place of their own skill in governing their pupils. Luring them forward by nobler incentives, is better than the display of a medal, or the ambitious reputation of being head of the class, or head of a school. I am therefore gratified to find very much the absence of the old-fashioned way of taking places in class, for gaining the head. Yet the lack of skill and experience in teachers so young as are often found; with the listlessness and inattention almost always incident to large classes, and a full school (which is generally the case with ours), seem to require at least, some incentive to enliven morbid insensibility, and to stir the slothful to action, amidst the tedium of a monotonous round of study and recitation, and an *exacted quietude* which of itself perverts the animated characteristics of childhood, and represses mental exer-

tion by moping. The honor of head, and the display of badges of merit, have too large a leaven of pride, to be productive of any real benefit to the individual pupil; though perhaps for a while, apparently advancing the school. The class by taking places, at last brings each to a level, when the heretofore active themselves become slothful; while the duller scholars remain at foot, not only despondent and discouraged, but often stirred to envious and angry feelings. These are unavoidable evils of such a course. There is however a plan of taking places, that was once operative in our primary schools, and productive of excellent fruits; and which I would here commend to notice. The principle of its practice has been partially acted on in some of our academies, and higher seminaries; that of the head scholar passing to the foot to gain new triumph, and giving hope to those of lesser ability of making upward progress. But the most judicious method is the circulating class of Stoat, of Islington, England, in which the pupils take places, not only from head to foot, but also from foot to head; producing an exciting and beneficial effect. It is part of his excellent plans for extending mutual instruction, which has been but little known or practiced here. It is illustrated by the following diagrams.



The place of each scholar is marked at the last recitation, and they take places according to the record of the class-book. No. 1, is questioned, spells, reads, etc. He commits an error; no one is able to correct it till No. 16; he passes to head, and has gained a circle or head; and No. 1 passes to foot, and has lost one. No. 5 is in error; no one corrects till No. 4, who thus gains a circle, but none is lost. By this it will be perceived, that no pupil can get so high, but that he may go higher; and none so low, but that he may go lower. The smart and intelligent scholars passing up the class, correcting the mistakes of the dull ones, are in effect teaching them; while they, in turn, circulating from foot to head, to be lower, are again benefited by collision with the brighter scholars, and stimulated to exertion. It is itself, a stimulus to the deficient scholars, only to see the head scholars constantly removed from their path, opening the way for themselves, who are struggling, if possible, to gain *one* head, to inspire them with renewed hope. This earnest rivalry has a most healthful moral influence, without the evils of undue emulation, and may be safely recommended as a practical method of school incentive for the better improvement of both the active and the duller scholars; and is, I think, the only proper way of taking places, and one that is not productive of any evil effects. The record of the class may be kept by a pupil on the black-board, and transcribed by the teacher in his class-book.

Connected with this novel and interesting plan, there are other methods equally so; one was, the pupils were permitted to dictate their own knowledge of any branch of instruction, another responding to it, and then turning round to interrogate the next pupil, who gives the answer (no doubt correct), having already heard both the dictation and response. This may be allowed to be done specially by one pupil, or the privilege extended to alternate pupils till all have been engaged in the exercise. This is a very good method for the study of the arithmetical tables by a whole class, one taking the book and dictating to them. For example, the leader says to the first pupil—"Three scruples one drachm," who responds to the dic-

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It seems proper to state that, as another evidence of the interest which is manifested in the success of the Academy, that SETH GROSVENOR, Esq., of this city, recently deceased, bequeathed by will to the Board of Education, in trust, the sum of \$30,000, to be invested forever, and the income thereof, under certain conditions, to be expended in the purchase of books for the Library of the Academy. The interest of this fund will soon be made available.

The same generous and liberal friend of education in this city again provided the necessary funds to be distributed among the students as "Money Prizes," at the Commencement in July.

The conditions upon which the various prizes were awarded, the manner of their distribution, and the names of the successful competitors, will be found by reference to the Report.

In 1857 a gentleman offered an ANNUAL PRIZE for the best translation from French into English; and the proprietors of the *Courrier des Etats-Unis*, of this city, in 1857, also offered a *permanent subscription* to both its daily and weekly issues, as an *annual prize*, to be awarded to those students whose aggregate amount of merit marks in French should be the highest in the Freshman and Introductory Classes, respectively; these additional prizes, together with the prize for excellence in *Public Speaking*, called the "PRIZE OF THE PRESIDENT OF THE BOARD OF EDUCATION," and the "PRIZE TO THE BEST DECLAMER OF A SELECTED POEM," and the Gold and Silver Medals heretofore established, are strong incentives to study, and create an honorable strife among the students to obtain these much coveted honors.

A commendable zeal is manifested among the students to be numbered as one of the claimants of the prizes awarded yearly, and their annual distribution at Commencement awakens a lively interest, as well among the large number of persons who attend the Commencement exercises, as the friends of the successful competitors.

It is proper to mention here, that since the date of the last Report, the Academy has been deprived of the services of a devoted and faithful teacher, in the death of Mr. HECTOR MUDRY, Instructor in the Department of French Language and Literature.

The graduating class of 1858 consisted of twenty-five members, twenty-two of whom received the degree of *Bachelor of Arts*, and three received the degree of *Bachelor of Sciences*. The degree of *Bachelor of Sciences* was also conferred upon five young gentlemen,

graduates of the institution. Sixteen alumni of the Academy received, in regular course, the degree of *Master of Arts*, and one received the degree of *Master of Sciences*.

A detailed account of the condition and operations of the Academy for the academic year, are shown in the following statements :

*To the Common Council of the City of New-York, and to the Board of Regents of the University of the State of New-York :*

#### I.—GROUND FOR ACADEMIC BUILDINGS.

Present value, . . . . .	\$37,810 00
Paid for original lot, . . . . .	\$25,000 00
" " additional ground, . . . . .	12,810 00
	<hr/>
	\$37,810 00

#### II.—ACADEMIC BUILDINGS.

Paid for building Academy, . . . . .	\$48,000 00
" " Alterations and repairs, and permanent fitting up, as per former reports, . . . . .	23,708 90
" " Repairs and improvements, 1854, as per reports of that year, . . . . .	1,962 72
" " Repairs and improvements, 1855, as per report of that year, . . . . .	219 69
" " Repairs and improvements, 1856, as per report of that year, . . . . .	3,032 86
" " Repairs and improvements, 1857, as per last report, . . . . .	2,025 86
" " Repairs and improvements, 1858, to date of this report, . . . . .	564 38
	<hr/>
	\$79,514 41

It has no other real estate than that mentioned above.

#### III.—ACADEMIC LIBRARY.

The original cost of the Library cannot be stated with any degree of accuracy, as many of the books were donated to the Academy by friends of the Institution. An estimated value, however, is given, which will be found by reference to this and former reports.



The Library contains six thousand five hundred and twenty-eight volumes, including those named in the list herewith reported ; and about ten thousand five hundred text-books and books of reference. The text-books and books of reference form no part of the Library.

Amount paid for Library books, as per last report,	\$8,826 92
“ expended for Library books since the date of last report,	895 83
Total,	<hr/> \$9,722 75

The following is a list of the books added to the Library since the date of last report :

	VOLS.
Harper's Weekly Newspaper,	1
Baird's Religion in America,	1
Edwards' Travels in Europe,	1
Livingstone's Travels in South Africa,	1
Poets of the Nineteenth Century, Wilmot,	1
Boat Life in Egypt, Prime,	1
Tent Life in the Holy Land, Prime,	1
Students' Gibbon's Rome, Smith,	1
Virginia, (illustrated),	1
Wells' Adventures in Honduras,	1
Home Influence,	1
Greek Literature,	1
Armenia,	1
C. Nepos,	1
Juvenal,	1
Barnes's Notes,	11
Blake's American Revolution,	1
The Club-Book, James and others,	1
Columbus and Vespuccius,	1
The Czar,	1
Distinguished Women, Mrs. Hale,	1
Arago's Astronomie Populaire,	2
Civil Engineering,	2
Stevenson's Marine Surveying,	1
Budges' Miner's Guide,	1

	vols.
Dempsey's Builder's Guide, . . . .	1
Cressey's Civil Engineering, Supplement to, . . . .	1
Francaeur's Geodesie, . . . .	1
Burnell's Hydraulic Engineering, . . . .	2
Buchanan's Practical Engineering, . . . .	1
Dempsey's Machinery, (6 parts,) . . . .	
Walton's Mechanical Problems, . . . .	1
Peake's Naval Architecture, . . . .	1
Arago's Scientifiques, . . . .	1
Do. Rapports et Notices, . . . .	I
Do. Sur les Voyages, . . . .	1
Bucke's Bridges, . . . .	1
Willis' Natural Philosophy, . . . .	1
Olevier's Geometre, descriptive, . . . .	1
Sophocles, Ed. Bruck, . . . .	3
Perseus, Ed. Dubner, . . . .	1
Herder's Werke, (German,) . . . .	20
Schlegel's do. (do.) . . . .	8
Becker's Grammatick, . . . .	1
Mugge's Afraja, . . . .	1
Mugge's Erich Randal . . . .	1
Gerwin's Geschichte der Litteratur, . . . .	5
Camden's Britannia, . . . .	1
Salmon's Conic Sections, . . . .	1
Boucharlat on Curves, . . . .	1
Benton's Debates in Congress, . . . .	6
Capt. Canot, Brantz Meyer, . . . .	1
Party Leaders, Baldwin, . . . .	1
Virginia Comedians, . . . .	2
Chestnut Wood, Liele Linden, . . . .	2
Life and Choice Writings of Dr. Watts, . . . .	1
Maryatt's Novels, . . . .	12
Dean Swift's Works, . . . .	2
Jane Austen's Works, . . . .	4
Perilous Adventures in the Far West, . . . .	1
Hunting Adventures in the Northern Wilds, . . . .	1
Beecher's Letters to Young Men, . . . .	1
The Sultan and his People, Oscanyan, . . . .	1
Philosophy of Skepticism, Walker, . . . .	1

	VOLS.
Massey's (Gerald) Poems, . . . .	1
Prose and Poetry of Rural Life, . . . .	1
Mary Howitt's Popular Tales, . . . .	1
Alone, Marion Harlan, . . . .	1
Moss Side, do. . . . .	1
Hidden Path, do. . . . .	1
Married, not Mated, Alice Carey, . . . .	1
The American Statesman, Young, . . . .	1
Annals of San Francisco, Soulé and others, . . . .	1
Spaulding's History of English Literature, . . . .	1
Quackenboss' Composition and Rhetoric, . . . .	1
Christian Literature, . . . . .	1
An Estimate of the Human Mind, Davis, . . . .	1
Poems by Mrs. Welby, "Amelia," . . . .	1
White's Shakspeare's Scholar, . . . .	1
Willmott's Pleasures of Literature, . . . .	1
Do. Sacred Poets, . . . . .	2
Gibbs' American Revolution, . . . . .	2
Kirkland's (Mrs.) Life of Washington, . . . .	1
Arago's Distinguished Scientific Men, . . . .	1
The Georgian Era, . . . . .	4
Blackstone's Commentaries, . . . . .	4
Harper's Magazine, . . . . .	15
Atkinson's Siberia, . . . . .	1
Life Studies, and How to Live, Baillie, . . . .	1
Barth's North and Central Africa, . . . .	2
Beaumarchais and his Times, . . . . .	1
The Bible and the People, Miss Beecher, . . . .	1
El Gringos; or New Mexico, &c., Davis, . . . .	1
Lucy Howard's Journal, Mrs. Sigourney, . . . .	1
European Acquaintance, De Forest . . . . .	1
Guy Livingstone, . . . . .	1
Hasheesh Eater, . . . . .	1
Liddle's History of Rome, . . . . .	1
Westward Empire, Magoun, . . . . .	1
Married or Single, Miss Sedgwick, . . . .	2
Mulock's (Miss) Novels, . . . . .	2
Three Year's Residence in Washington Territory, Swan, . . . .	1
Vaux's Villas and Cottages, . . . . .	1

	VOLS.
Invasion of Washington, Williams, . . . . .	1
Debit and Credit, Freytag, . . . . .	1
Hope Leslie, Miss Sedgwick, . . . . .	2
Italian Sights, Jarves, . . . . .	1
Parisian Sights, 2d series, Jarves, . . . . .	1
James' Novels, 8vo., . . . . .	8
Jane Eyre, Currer Bell, . . . . .	1
Shirley, do. . . . .	1
Villette, do. . . . .	1
Wuthering Heights, Ellis Bell, . . . . .	1
Wildfell Hall, Acton Bell, . . . . .	1
The Professor, Currer Bell, . . . . .	1
Keith's Demonstrations, . . . . .	1
"    Harmony, . . . . .	1
"    Land of Israel, . . . . .	1
Texas and Santa Fe Expedition, Kendall, . . . . .	2
Men and Things in Europe, Kirwan. . . . .	1
The Happy Home, do. . . . .	1
Lanman's Memorials of Webster, . . . . .	1
Roland Cashel, Lever, . . . . .	1
The Martins of Crô Martin, do. . . . .	1
The Linwoods, Miss Sedgwick, . . . . .	2
Loomis' Practical Astronomy, . . . . .	1
Mardi, Melville, . . . . .	1
Moby Dick, do. . . . .	1
Pierre, do. . . . .	1
Mexico and its Religion, Wilson, . . . . .	1
The Newcomes, Thackeray, . . . . .	1
Ranke's Civil War and Monarchy, . . . . .	1
Robinson's Greek and English Lexicon, . . . . .	1
Letters from Abroad, Miss Sedgwick, . . . . .	2
Pocahontas, and other Poems, Mrs. Sigourney, . . . . .	1
Smith's History of Greece, . . . . .	1
Smith's (Sidney) Memoirs, . . . . .	2
Summerfield's Sermons, . . . . .	1
Life of Richard the First, Abbott, . . . . .	1
Life of Josephine, do. . . . .	1
Life of Marie Antoinette, do. . . . .	1
Life of Madame Roland, do. . . . .	1

	VOLS.
Life of King Philip, Abbott, . . . . .	1
Harper's Classical Library, . . . . .	18
Wilson's Western Africa, . . . . .	1
Araucanians, . . . . .	1
Art Hints, Jarves, . . . . .	1
Blair's Life and Sermons, . . . . .	1
Life of Lady Blessington, . . . . .	2
Bogue's Theological Lectures, . . . . .	1
Bulwer's England and the English, . . . . .	1
Signs of the Times, Bunsen, . . . . .	1
Christian Theism, Thompson, . . . . .	1
Nile Notes, G. W. Curtis, . . . . .	1
Lotus Eating, G. W. Curtis, . . . . .	1
History of the Constitution, Curtis, . . . . .	2
D'Aubigne's Essays, . . . . .	1
Dwight's Theology, . . . . .	4
Edgeworth's (Miss) Works, . . . . .	10
English-Greek Concordance, . . . . .	1
Gieseler's Ecclesiastical History, . . . . .	3
Phillippine Islands, . . . . .	1
Woman's Record, . . . . .	1
Autobiography of Haydon, Tom Taylor, . . . . .	2
Help's Spanish Conquest in America, . . . . .	3
A Hero, and other Tales, Miss Mulock, . . . . .	1
Wheeler's Life and Travels of Herodotus, . . . . .	2
Hervey's Sacred Rhetoric, . . . . .	2
Hildreth's Theory of Politics, . . . . .	1
Hilliard's Speeches, . . . . .	1
Life of Mozart, Holmes, . . . . .	1
English Humorists, Thackeray, . . . . .	1
Pendennis, do . . . . .	1
Vanity Fair, do . . . . .	1
Thirlwall's Greece, . . . . .	2
Life of Faith, Upham, . . . . .	1
Interior Life, . . . . .	1
World of Mind, Taylor, . . . . .	1
Essays, Ecclesiastical and Social, Conybeare, . . . . .	1
Girlhood of Catharine de Medici, . . . . .	1
Relations of Madness, Burgess, . . . . .	1

	VOLS.
Essay on the English Poets, Mason, . . . .	1
Animal Physics, Lardner, . . . .	1
Juke's Geology, . . . .	1
Head's (Sir Francis) Descriptive Essays, . . . .	1
Life of Lord Metcalf, Kaye, . . . .	2
Life of Dr. Kitto, Eadie, . . . .	1
Herschel's (Sir John) Essays, &c., . . . .	1
Rome, Regal and Republican, Miss Strickland, . . . .	1
History of China, Sir J. F. Davis, . . . .	2
Napier's Campaign in the Baltic, . . . .	1
A year of the Revolution in Paris, Lord Normanby, . . . .	2
Burton's Pilgrimage to Mecca, . . . .	2
Ceylon, Past and Present, Barrow, . . . .	1
The Sub-Alpine Kingdom, B. St. John, . . . .	2
The Wanderer in Arabia, Lowth, . . . .	2
Wordsworth; a Biography, . . . .	1
The Gunpowder Plot, Jardine, . . . .	1
The Louvre, Bayle St. John, . . . .	1
Anadol, . . . .	1
Vacations in Ireland, Weld, . . . .	1
Montaigne, the Essayist, St. John, . . . .	2
History of Ancient Pottery and Porcelains, Birch, . . . .	2
History of the Christian Church, Robertson, . . . .	1
The Franks, Perry, . . . .	1
First Footsteps in Eastern Africa, . . . .	1
Two Years' Travels in Persia, Binning, . . . .	2
A Year in Bengal, . . . .	2
Rambles in Norway and Sweden, . . . .	1
Aristotle's Metaphysics, Bohn's Classical Library, . . . .	1
Do. Organon, do. do. do. . . .	2
Ferrier's Metaphysics, . . . .	1
Ferguson's Handbook of Architecture, . . . .	2
Biographia Britannica, . . . .	1
Donovan's Natural History, . . . .	1
Greece under the Romans, Finlay, . . . .	1
The Byzantine Empire, do. . . .	1
The Byzantine and Greek Empires, do. . . .	1
Greece, from its Conquest by the Crusades, do. . . .	1
James' Book of Passions, . . . .	1

	VOLS.
Life of King Philip, Abbott, . . . . .	1
Harper's Classical Library, . . . . .	18
Wilson's Western Africa, . . . . .	1
Araucanians, . . . . .	1
Art Hints, Jarves, . . . . .	1
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Hervey's Sacred Rhetoric, . . . . .	2
Hildreth's Theory of Politics, . . . . .	1
Hilliard's Speeches, . . . . .	1
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Pendennis, do . . . . .	1
Vanity Fair, do . . . . .	1
Thirlwall's Greece, . . . . .	2
Life of Faith, Upham, . . . . .	1
Interior Life, . . . . .	1
World of Mind, Taylor, . . . . .	1
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Relations of Madness, Burgess, . . . . .	1

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Burton's Pilgrimage to Mecca, . . . .	2
Ceylon, Past and Present, Barrow, . . . .	1
The Sub-Alpine Kingdom, B. St. John, . . . .	2
The Wanderer in Arabia, Lowth, . . . .	2
Wordsworth; a Biography, . . . .	1
The Gunpowder Plot, Jardine, . . . .	1
The Louvre, Bayle St. John, . . . .	1
Anadol, . . . .	1
Vacations in Ireland, Weld, . . . .	1
Montaigne, the Essayist, St. John, . . . .	2
History of Ancient Pottery and Porcelains, Birch, . . . .	2
History of the Christian Church, Robertson, . . . .	1
The Franks, Perry, . . . .	1
First Footsteps in Eastern Africa, . . . .	1
Two Years' Travels in Persia, Binning, . . . .	2
A Year in Bengal, . . . .	2
Rambles in Norway and Sweden, . . . .	1
Aristotle's Metaphysics, Bohn's Classical Library, . . . .	1
Do. Organon, do. do. do. . . .	2
Ferrier's Metaphysics, . . . .	1
Ferguson's Handbook of Architecture, . . . .	2
Biographia Britannica, . . . .	1
Donovan's Natural History, . . . .	1
Greece under the Romans, Finlay, . . . .	1
The Byzantine Empire, do. . . .	1
The Byzantine and Greek Empires, do. . . .	1
Greece, from its Conquest by the Crusades, do. . . .	1
James' Book of Passions, . . . .	1



	VOLS.
Landor's (W. S.) Works, . . . . .	2
Arnold's Roman Literature, . . . . .	1
Stoddart's Universal Grammar, . . . . .	1
Talfourd's Greek Literature, . . . . .	1
Neal's Islamism, its Rise and Progress, . . . . .	1
Jerrold's (Douglas) Collected Works, . . . . .	8
Warren (Samuel) do. do. . . . .	5
Aristophanes, by Hickie, Bohn's Classical Library, . . . . .	2
Aristotle's Politics, by Walford, do. . . . .	1
Athenæus, by Younge, do. . . . .	3
Catullus, do. . . . .	1
Diogenes Laertius, by Younge, do. . . . .	1
Greek Anthology, do. . . . .	1
Lucan, by Riley, do. . . . .	1
Propertius, &c., do. . . . .	1
Livy's History, do. . . . .	2
Cicero's Academics, do . . . . .	1
Evelina, Miss Burney, . . . . .	1
Guesses at Truth, 1st series, . . . . .	1
Guesses at Truth, 2d series, . . . . .	1
Dunlop's Digest, . . . . .	1
Wycliffe's New Testament, . . . . .	1
Biographical History of Philosophy, Lewes, . . . . .	2
Smith's Linear Perspective, . . . . .	1
Tait's Exercises on Mechanics, . . . . .	1
Baker's Elements of Mechanism, . . . . .	1
Dobson on Foundations and Concrete Works, . . . . .	1
Bancroft's History, (vol. 7), . . . . .	1
Public Economy of the Athenians, Boeckh, . . . . .	1
New Chapter in the Life of Washington, Pickell, . . . . .	1
The Torchlight; or, Through the Wood, Miss Olcott, . . . . .	1
Journal of the Board of Education, 1857, . . . . .	1
Documents of the do. do. 1857, . . . . .	1
Key to Hutton's Mathematics, . . . . .	1
Blackwood's Magazine, . . . . .	2
Westminster Review, . . . . .	1
Edinburgh " . . . . .	1
North British " . . . . .	1

	VOLS.
London Quarterly Review, . . . . .	1
North American " . . . . .	1
Colonial History of State of New-York, vols. 8 and 10, . . . . .	2
Census of the State of New-York, 1855, . . . . .	1
Patent Office Reports, 1856, . . . . .	4
Address—Laying Corner Stone of New Bedford Library, . . . . .	1
Report of Smithsonian Institute, 1856, . . . . .	1
Report of Regents of University, State of New-York, 1858, . . . . .	2
Catalogue New-York State Library, . . . . .	3
History of Boston, Drake, . . . . .	2
Tallis' Illustrated Shakspeare, . . . . .	2
History of Australia, . . . . .	1
History of Scotland, . . . . .	6
Magnall's Questions, &c., Corbin, . . . . .	1
Englishwoman's Family Library, Mrs. Ellis, . . . . .	14
The Morning Call, Mrs. Ellis, . . . . .	2
Universal Pronouncing Dictionary, . . . . .	2
Historical Magazine, vol. 1, . . . . .	1

#### IV.—APPARATUS, FINE ARTS, &c.

##### *Philosophical, Mathematical, and Chemical.*

The remarks made in reference to the original cost of the Library are applicable, also, to the original cost of the apparatus belonging to the Academy. An estimated value is given in another part of this Report.

Amount paid from City Treasury for apparatus, as per	
last Report, . . . . .	\$8,601 86
" paid since the date of last Report, . . . . .	488 72
Total, . . . . .	<u>\$9,090 58</u>

The following is a list of the additions made to the apparatus in the department of Civil Engineering since the date of last Report :

- 9 plaster models of oblique arches, by Bardin, Paris.
- 31 plaster models of Voussoir of an oblique arch, by Bardin, Paris.
- 9 models of Topography, with maps, by Bardin, Paris.

*Natural History, Physiology, &c.*

The department of Natural History contains about three thousand specimens, no additions having been made thereto since the date of the last Report.

A list of Specimens in this Department is given on page 107.

## LABORATORY.

The Laboratory of the Free Academy is well provided with the necessary apparatus of glass and porcelain, and with an extensive suite of chemical preparations, to which additions are constantly made by the Professor having charge of the department. The Physical Cabinet is also large, and contains most of the best French and German instruments, imported expressly for the Academy. This collection contains all the apparatus necessary for the experimental illustration of the phenomena of Light, Heat, Electricity and Magnetism.

## CABINET OF CHEMICAL AND PHYSICAL APPARATUS.

The following is a complete list of the Apparatus, and of the Casts and Models in the Department of the Fine Arts, belonging to the Free Academy :—

## PNEUMATICS.

Chamberlain's Air-Pump.  
 Condensing Syringe.  
 Bell Glasses for Air-Pump (3).  
 Bladder and Hand-Glass.  
 Magdeburg Hemispheres.  
 Upward Pressure Apparatus.  
 Bursting Squares (9).  
 Wire Guard for do.  
 Hand Air-Pump.  
 Guinea and Feather Glass.  
 Water Hammer.  
 Balance, with Air-Globe and Counterpoise.  
 Bell, with Sliding Rod.  
 Barometers (2).

## HYDROSTATICS AND HYDRODYNAMICS.

Set of Glasses to illustrate Equilibrium of Fluids.

Hydrostatic Bellows.

Archimedes' Screw.

Working Models of Lifting and Forcing Pumps.

Hero's Fountain.

Barker's Mill.

Glass Balloon (with Jar and Images.)

Hydrostatic Paradox.

Halstat's Apparatus for the Pressure of Liquids.

Apparatus for Body immersed in a Liquid.

Apparatus for the Decomposition of Water.

## GALVANISM, MAGNETISM, ELECTRO-MAGNETISM, HEAT.

Bunsen's Battery of fifty pairs.

Grove's Battery of 12 pairs (Platina Strips).

Daniell's Batteries of 6 pairs.

Wheatstone's Rheostat.

Galvanometer (Suspension Thread).

Vertical Galvanometer.

Tangent Compass.

Large Simple Galvanometer.

Decomposing Cell (2 Gas Tubes).

Apparatus for Attraction and Repulsion of Currents.

Contracting Helix.

Magnet revolving around a conductor.

Conductor revolving around a Magnet.

Magnet revolving on its own axis.

Vibrating Wire (Magnet of three pieces).

Revolving Spur Wheel.

Gold Leaf Galvanoscope.

De la Rive's Ring.

Revolving Coil.

Thermo-Electric Revolving Arch.

Magnetizing Helix.

Helix on Stand, with Iron Bar.  
 Helical Ring and Semicircles.  
 Large Electro-Magnet.  
 Revolving Armature.  
 Reciprocating Engine.  
 Revolving Electro-Magnet.  
 Electro-Magnet, revolving with the Earth's Action.  
 Clock-work Electrotome.  
 Magneto-Electric Machine (Brass Legs; quantity and intensity Helices).  
 Separable Helices and Handles (2).  
 Flat Spirals (3 lbs. each; 2).  
 Thermo-Electric Series (10 pairs).  
 Thermo-Electric Rectangle.  
 Ampere Electrometer.  
 Simple Bar Magnets (4).  
 Compound Bar Magnet.  
 Simple U Magnet.  
 Magnetic Needle on horizontal stand.  
 Dipping Needle.  
 Set of Steel Bars for Magnetization.  
 Morse's Telegraph Model.  
 Ruhmkorff's Apparatus for Induction.  
 Diamagnetic Apparatus.  
 Apparatus for fixing the Electric Light.  
 Smee's Battery of 4 pairs.  
 Pictet's Brass Mirror.  
 Hot Water Cube.  
 Regnault's Apparatus for Specific Heat.  
 Melloni's Thermo-Electric Apparatus.  
 Apparatus for Expansion of Solids.  
     "    Conduction of Heat.  
 Hydro-Oxygen Blowpipe.  
 Davy's Safety Lamp (2).  
 Blowpipe and Table.  
 Wrede's Apparatus for Absorption.  
 Ring and Ball for Expansion by Heat.  
 2 Bulb Tubes for Expansion of Gases.  
 2     "     "     "     Liquids.

1 Pyrometer.  
 Mounted Diaphragm.  
 Barton's Button.  
 Freezing Apparatus.  
 Thermometer of Biot.  
 Pair of Gas Holders.  
 Six models in wood to illustrate the subject of Light and  
 Crystallography.

#### MATHEMATICS.

Theodolites (2) and Tripods.  
 Surveyors' Compass (2) and Tripods.  
 Level.  
 Sextant.  
 Quadrant.  
 Artificial Horizon.  
 Surveyors' Chain and Pins (2 sets).  
 Measuring Tape.  
 Levelling Staves (2).  
 Rods (4).  
 Malby's Large Terrestrial Globe (and Compass).  
 Malby's Large Celestial Globe (and Compass).  
 Engineer's Transit.  
 Tangent Compass.

#### ACOUSTICS.

Bellows Apparatus, with glass sides for Organ Pipes.  
 Pipe with Musical Scale.  
 Open Pipe C.  
 Vox Humana.  
 Parchment Pipe.  
 Pipe with Reed.  
     do.      "      and Trumpet.  
     do.      Glass Cylinder for observing Nodal Lines.  
 Monochord.  
 Tuning Fork.  
 Siren.

## OPTICS.

Gregorian Reflecting Telescope (2 feet focal length) presented by EDWARD W. SERRELL, Esq., N. Y.

Observing Telescope.

Concave Mirror (of 26 centimetres diameter).

Convex Mirror (of 25 centimetres diameter).

Plane Mirror (of 25 centimetres diameter).

Apparatus for Bouquet Experiment.

Double Convex Lens.

“ Concave “

Plano-Convex “

“ Concave “

Concavo-Convex “

Equilateral Prism.

Polyprism.

Achromatic Prism (variable angles).

Biot's Prism (compartments for volatile liquids).

Silberman's Heliostat.

Raspail's Microscope.

Eberhauser's “

Lawrence Smith's Apparatus for Solar Microscope.

“ “ Diffraction and Interference.

Nicol's Prism.

Diaphragms (1 circular and 1 rectilinear).

Apparatus for Colored Rings.

Noremburg's Apparatus (improved).

Soliel's Apparatus (for measuring optic axis of Crystals).

Collection of Crystals of one and two optic axes, viz :

Native Quartz.

Plate “ (2 natural rotations).

Porte objet.

Babinet's Compensators (2).

Plates Sulphate of Lime.

“ Quartz (parallel to axis).

“ Mica ( $\frac{1}{2}$  wave length).

“ Quartz.

“ Oblique Quartz (crossed).

Plates Spar (perpendicular to axis).  
 “ Tourmaline (perpendicular to axis).  
 “ Beryl “  
 “ Carbonate of Lead “  
 “ Arragonite.  
 “ Gypsum.  
 “ Mica.  
 “ Sulphate of Baryta.  
 Tempered Glasses (different forms).  
 Apparatus for Movable Hyperbolas.  
 Presses and 3 Glasses for Curves.  
 “ “ Compression.  
 Fresnel's Apparatus for Double Refraction.  
 Parallelopipedons of Fresnel.  
 Stereoscopes (with Daguerreotypes, &c.).  
 Collection of Colored Glasses for Absorption.  
 Rhombs of Spar.  
 Cylindrical Mirror (with pictures)  
 Apparatus for Rays of Spectrum.  
 Reflecting Goniometer.  
 Apparatus for Circular Polarization of Light.  
 Lamp for Optical Experiments, and box for the same.  
 Goniometer of Charles and Malus.  
 Achromatic Microscope.  
 Contact Goniometer.  
 Stand for Optical Instruments.  
 Wave Machine.  
 Deville's Lamp.

#### MECHANICS, ETC.

Lever, with appendages, &c.  
 Fixed and Movable Pulleys, and their Combinations.  
 Loaded Cylinder and Inclined Plane.  
 Double Cone and Inclined Bars.  
 Pair of Tumblers.  
 Model of the Wheel and Axle.  
 “ “ Inclined Plane.  
 “ “ Screw.  
 “ “ Capstan.



Model of the Crane.

“ “ Pile Driver.

“ “ Jack.

Apparatus showing Action of Endless Screw.

“ “ “ Cog Wheels.

Atwood's Machine.

Whirling Table.

Ten pieces of Apparatus belonging to Whirling Table.

Roberval's Balance.

Compound Lever.

Weights, and Stand for Weights.

Ivory Balls on Stand (to illustrate collision).

Apparatus showing the Angle of Reflection.

Bohnenberger's Machine (for showing the position maintained  
by the axis of the earth in its rotation).

Pulley, with concentric grooves.

Apparatus for showing that the part of a pulley enveloped by  
the cord can be less or greater.

Apparatus illustrating Parallelogram of Forces.

Roemer's Carriage Axle, with vibrating Wheels.

Gyroscope.

#### MISCELLANEOUS.

Ersted's Apparatus for Compression of Water.

Dumas' Apparatus for Density of Vapors.

Guy Lussac's “ Tension “

Screen for Optical Experiments.

Hygrometer.

Daguerreotype Apparatus (complete).

Apparatus for Maximum Density of Water.

Anemometer.

Divided Scales (3).

Breguet's Metallic Thermometer.

Chemical Balance.

Common “

Regnault's Eudiometer.

Elliptical Mercury Trough (for Reflexion).

Sundries—Retorts, Crucibles, Stills, Alembics, &c. &c.

## CABINET OF NATURAL HISTORY.

500	specimens in Conchology, presented by TOWNSEND HARRIS, Esq.
2,200	“ Mineralogy.
300	“ Geology.

## PHYSIOLOGY, ETC.

Manikin.

Skeleton.

Separated Skull.

Enlarged Model of the Eye.

“ “ “ Ear.

“ “ “ Larynx.

## FINE ARTS—CASTS AND MODELS.

This is a choice collection, and affords extraordinary advantages (perhaps unequalled in this country) for the study of ornament, and for the general purposes of art. It may be classified as follows :

## 1ST.—CAST OF ELGIN MARBLES.

Presented by CHARLES M. LEUPP, Esq., N. Y.

Diissus.

Theseus.

Colossal Head of the Horse, from pediment of Parthenon.

Metopes and Frieze of the Parthenon.

Colossal Caryatides, &amp;c.

## 2d.—CASTS FOR THE STUDY OF THE ANTIQUE.

*From Florence, the Vatican, and the Louvre.*

## 1. FIGURE :

Minerva.

Belvidere Hercules.

Torso of the Laocoon.

Torso of Venus of Milo.

2. ALTO AND BASSO-RELIEVO :

Victory.  
Dancers.  
Chariot Race.  
Alcibiades and Aspasia.  
Bacchus and Ariadne.  
Bacchante and Dionysian Bull.  
Fawn with Panther.  
Chimera bearing Rome.

3. BUSTS :

Diogenes.  
Pericles.  
Plato.  
Homer.  
Venus of Aries.  
Venus of Milo.  
Townley Muse.  
Farnese Hercules.  
Colossal Jupiter.

4. MASKS :

Dante.  
Aristides.  
Alexander.  
Apollo Belvidere.  
Venus of Cnidus.  
Sleeping Fawn.  
Fawn of the Capitol, &c.

3D.—EXAMPLES OF MICHAEL ANGELO AND CELLINI.

Figure from the Tomb of Lorenzo de Medici.  
Mask and Arm of Slave.  
Dog's Head.

4TH.—CASTS FROM NATURE.

Masks from Henri Quatre.  
Torso of a Man.  
Right arm of a Man.  
Hands.

5TH.—EXTREMITIES.

Arm of Milo.  
Thigh from the Laocoon.  
Leg from Statue of Silenus.  
Leg from Statue of Germanicus.  
Colossal Hand from Statue of St. Peter.

6TH.—POMPEIIAN FRESCOES.

Models from Paintings in the House of Pompeii.

7TH.—ARCHITECTURAL STUDIES.

1. THE FIVE ORDERS OF ARCHITECTURE:

Small Models.

2. FRIEZES:

Architrave of Temple of Jupiter Stator.  
Frieze with Panthers, from the Ecole des Beaux Arts.  
Frieze from the Tomb of Henry the VII.

3. MOULDINGS:

Talons of the Architrave and Entablature of the Temple of  
Jupiter Stator.  
Torus from that of Minerva Polias.  
Ornamented Oves, &c.

4. BYZANTINE ARCHITECTURE:

Column from St. Denis.  
Capital of Column at Bonn.  
Capital from Abbey of Benneford.  
Mounting Post, &c.

5. GOTHIC ARCHITECTURE :

Rosette Frieze.  
 Pilaster with Monk.  
 Antæ from Notre Dame.  
 Jamb from Ecole des Beaux Arts.  
 Mouldings from Westminster.  
 Gothic Panels from wood carving.  
 Ogees, &c., &c.

6. RENAISSANCE :

Parts of a Pilaster.  
 Second part of the same, with Capital, &c.

8TH.—STUDY OF ORNAMENT.

Minerva upon Scroll.  
 Vine Mounting.  
 Fragment of Foliage.  
 Reverse of Leaf.  
 Leaf from base of Column of Trajan.  
 Ornamental Column.  
 Ornamented Base.

V.—TITLE TO PROPERTY, INCUMBRANCES, ETC.

The property is free from all incumbrances.

VI.—OTHER ACADEMIC PROPERTY.

There is no other property belonging to the Academy than the lot, building, library, text-books, casts, models and cabinet of natural

history described previously, except fuel, stationery, and furniture, partly worn, the present value of which cannot be stated with certainty.

## VII.—DEBT.

The Academy is free from debt.

## VIII.—BOOKS AND APPARATUS COMPARED WITH CATALOGUES, ETC.

All the books and articles of apparatus possessed by the Academy have, since the date of the last Report, been, by or under the direction of the Board, carefully examined and compared with the original catalogues or inventories of the books and apparatus belonging to the Academy; and on such examination and comparison all the books and apparatus belonging to the Academy, and which ought to be in its possession, were duly found to be in such possession, in good order and condition.

## IX.—SUMMARY STATEMENT.

The total *estimated* value of Academic property, as described in the preceding part of this Report, is as follows:

Present value of Academic lot, buildings, and furniture,	\$117,324 41
Present value of Library, . . . . .	9,295 83
Present value of Text-Books, . . . . .	12,000 00
Present value of Philosophical Apparatus, . . . . .	8,988 72
Present value of Casts, Models, &c., . . . . .	1,500 00
Present value of Cabinet of Natural History, . . . . .	1,500 00
	<hr/>
	\$150,608 96

X.—GENERAL CASH ACCOUNT FOR THE YEAR ENDING  
ON THE SAID 20TH DAY OF JULY, 1858.

CASH RECEIVED.	Dr.	CASH PAID.	Cr.
Balance on hand at the date of last Report, . . .	\$24,081 91	Cash paid by the Board of Education during said period, viz. :	
Cash since received on the following accounts, viz. :		For Salaries of Teachers and Officers, . . .	\$41,780 90
Amount appropriated by the Board of Education for the support of the Academy, . . .	30,000 00	For Repairs and Improvements of the Academy Building and Grounds, .	564 38
Amount appropriated during said period for Furniture, Apparatus, and Repairs of the Academy, .	1,500 00	For Stationery and Text-Books, . . .	3,104 44
Amount received during said period from the Regents of the University from the Literature Fund, . . .	1,096 89	For Library, . . .	895 83
Amount of Text-Books and Stationery received from the Depository of the Board of Education during said period, . . .	3,104 44	For Rebinding Books, .	222 80
		For Apparatus, Chemicals, &c., . . .	488 72
		For Printing and Advertising, . . .	706 03
		For Expenses of Examination, Commencement, &c., . . .	417 59
		For Fuel, . . .	803 90
		For Lighting the Academy, .	124 20
		For Postage, \$33; Furniture \$500 09, . . .	533 09
		For Supplies, Cleaning, &c. .	1,033 29
			<hr/>
			\$50,675 17
		Balance, . . .	9,108 07
			<hr/>
	\$59,783 24		\$59,783 24

NOTE.—The *estimated* value of the Academic lot, &c., as above given, includes the permanent fitting up, and also all repairs, alterations and improvements since the Academy has been in operation. But the *real* value of the said property ought not, perhaps to include anything more than the grounds, buildings, improvements, permanent fitting up, books, apparatus, casts and models, and furniture, valued at about one hundred and twenty-five thousand dollars.

**XI.—REVENUE AND EXPENDITURES FOR THE YEAR  
ENDING ON THE 20<sup>TH</sup> DAY OF JULY, 1858.**

REVENUE RECEIVED.	<i>Dr.</i>	EXPENDITURES INCURRED.	<i>Cr.</i>
Amount of revenue received during said year, from the following sources, viz.:		Amount paid on liabilities incurred during said year, on the following accounts, viz.:	
From appropriations made by the Board of Education, . . . . .	\$34,604 44	For Salaries of Teachers and Officers, . . . . .	\$41,780 90
From the Regents of the University, being the last apportionment from the Literature Fund, . . . .	1,096 89	For Repairs and Improvements of Academy Building and Grounds, . . .	564 38
Balance on hand at date of last Report, . . . . .	24,081 91	For Text-Books and Stationery, . . . . .	3,104 44
		For Apparatus, . . . . .	488 72
		For Library Books, . . . .	895 83
		For Fuel and all other incidental expenses, . . . .	3,840 90
			<hr/>
			\$50,675 17
		Balance, . . . . .	9,108 07
			<hr/>
	<hr/>		\$59,773 24
	\$59,783 24		

**XII.—MONEY RECEIVED FROM THE LITERATURE  
FUND.**

The money received from the Literature Fund for the year, as stated in the preceding part of this Report, under the head of *Cash Received*, together with all balances of money received heretofore, and suffered to remain on hand, unexpended, are accounted for as follows viz. :—

Balance on hand, unexpended, received from the Regents of the University, at the date of last Report, . . . .	\$101 01
Received from the Regents of the University, since the date of last Report, being the apportionment from the Literature Fund for the year 1858, . . . . .	1,096 89
	<hr/>
	\$1,197 90
Expended for Library Books since the date of last Report	895 83
	<hr/>
Balance to be expended for Library Books, . . . . .	\$302 07



### XIII.—MONEY RAISED AND GRANTED FOR PURCHASE OF BOOKS AND APPARATUS.

None, except as stated in the preceding part of this Report.

### XIV.—DEPARTMENTS.

#### OFFICERS OF INSTRUCTION AND GOVERNMENT.

The studies are pursued under the following Academic Officers, appointed by the Board of Education :

- A Principal, who shall be professor of Moral, Intellectual, and Political Philosophy.
- A Professor of the Latin and Greek Languages and Literature.
- A Professor of Chemistry and Physics.
- A Professor of Pure Mathematics.
- A Professor of Mixed Mathematics.
- A Professor of History and Belles-Lettres.
- A Professor of English Language and Literature.
- A Professor of French Language and Literature.
- A Professor of Spanish Language and Literature.
- A Professor of German Language and Literature.
- A Professor of Drawing.
- A Professor of Natural History and Physiology.
- An Adjunct-Professor in the Department of Philosophies.
- An Adjunct-Professor in the Department of Mathematics.
- And as many tutors as may be from time to time required.

The Faculty consists of the Professors who, conformably to the classification of studies pursued in the Academy, are at the head of the following Departments :

Philosophies,	History and Belles-Lettres,
Ancient Languages,	Pure Mathematics,
English Language,	Mixed Mathematics,
Modern Languages,	Physical Sciences.

## CLASSIFICATION OF STUDIES PURSUED.

DEPARTMENTS.	SUBJECTS.	COLLATERAL SUBJECTS.
<i>Philosophies.</i>	<ul style="list-style-type: none"> <li>{ Moral Philosophy.</li> <li>{ Intellectual Philosophy.</li> <li>{ Political Philosophy.</li> </ul>	
<i>ient Languages.</i>	<ul style="list-style-type: none"> <li>{ Latin Language and Literature.</li> <li>{ Greek Language and Literature.</li> </ul>	
<i>glish Language.</i>	<ul style="list-style-type: none"> <li>{ English Language and Literature,</li> <li style="padding-left: 20px;">comprising—</li> <li style="padding-left: 20px;">General Grammar.</li> <li style="padding-left: 20px;">English Grammar.</li> <li style="padding-left: 20px;">Etymology.</li> <li style="padding-left: 20px;">Synonymy, Composition.</li> </ul>	
<i>lern Languages.</i>	<ul style="list-style-type: none"> <li>{ French Language and Literature.</li> <li>{ German Language and Literature.</li> <li>{ Spanish Language and Literature.</li> </ul>	
<i>tory and Belles- Lettres.</i>	<ul style="list-style-type: none"> <li>{ History.</li> <li>{ Composition, Rhetoric, Oratory.</li> </ul>	
<i>ire Mathematics.</i>	<ul style="list-style-type: none"> <li>{ Algebra.</li> <li>{ Geometry.</li> <li>{ Trigonometry and its Applications.</li> <li>{ Analytical Geometry.</li> <li>{ Descriptive Geometry.</li> <li>{ Differential and Integral Calculus.</li> </ul>	} Drawing.
<i>ed Mathematics.</i>	<ul style="list-style-type: none"> <li>{ Analytical Mechanics.</li> <li>{ Acoustics.</li> <li>{ Optics.</li> <li>{ Astronomy.</li> <li>{ Civil Engineering.</li> </ul>	
<i>hysical Sciences.</i>	<ul style="list-style-type: none"> <li>{ <i>Physics...</i> <ul style="list-style-type: none"> <li>{ Light—Heat.</li> <li>{ Electricity—Magnetism.</li> <li>{ Electro-Magnetism.</li> </ul> </li> <li>{ <i>Chemistry.</i> <ul style="list-style-type: none"> <li>{ Inorganic—Organic.</li> <li>{ Physiological.</li> <li>{ Agricultural.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>{ Natural History.</li> <li>{ Physiology.</li> <li>{ Anatomy.</li> <li>{ Hygiene.</li> </ul>

### XV.—TEACHERS AND OFFICERS EMPLOYED.

The whole number of teachers employed in the Academy on the said 20th day of July, 1858, was twenty-five. The names, the department of instruction, and the annual salary of each, are as follows :

Horace Webster, LL.D., President of the Faculty, and Professor of Moral, Intellectual, and Political Philosophy.....	\$3000
John Jason Owen, D. D., Vice-Principal and Professor of the Ancient Languages and Literature.....	2500
Walcott Gibbs, M. D., Professor of Chemistry and Physics.....	2000
Gerardus Beekman Docharty, LL.D., Professor of Pure Mathematics and Secretary of the Faculty.....	2000
John Augustus Nichols, A. M., Professor of Mixed Mathematics.....	2000
Charles Edward Anthon, A. M., Professor of History and Belles-Lettres.	2000
John Graeff Barton, A. M., Professor of the English Language and Literature.....	2000
Jean Roemer, LL.D., Professor of the French Language and Literature..	2000
Augustin José Morales A. M., Professor of the Spanish Language and Literature.....	2000
Theodore Gustav Glaubensklee, Professor of the German Language and Literature.....	2000
Paul Peter Duggan, N. A., Professor of Drawing and the Arts of Design, (absent in Europe, on leave).....	2000
Herman Joseph Aloys Kørner, Ph. D., Acting Professor of Drawing....	2000
Robert Ogden Doremus, M. D., Professor of Natural History, Physiology, Anatomy, and Hygiene.....	1000
Joel Tylor Benedict, A. M., Adjunct Professor in the Department of Pure Mathematics.....	2000
George Washington Huntsman, A. M., Adjunct Professor in the Department of Philosophy.....	2000
Joseph Howard Palmer, A. M., Tutor in Pure Mathematics.....	1500
William Beinhauer Silber, A. M., Tutor in the Ancient Languages.....	1500
Benjamin Arad Sheldon, A. M., Tutor in Pure Mathematics.....	1500
Alfred George Compton, A. M., Tutor in the English Language.....	1000
Lewis Condict Bayles, A. B., Tutor in the Ancient Languages.....	500
Charles Henry Pratt, A. B., Tutor in the Ancient Languages. . . . .	500
Arthur McMullen, A. B., Tutor in Pure Mathematics.....	500
Franklin Samuel Rising, A. B., Tutor in History and Belles-Lettres....	500
Casimir Fabregou, A. B., Tutor in the French Language.....	1000
Joseph Anderson, A. M., Tutor in the English Language.....	500
Adolph Werner, S. B., Tutor in the English Language.....	500
Joseph Oakley Nodyne, A. M., Librarian and Registrar.....	1500
Grosvenor Waters, Janitor.....	700
Daniel McEvoy, Assistant Janitor.....	500

**XVI.—SUBJECTS OF STUDY PURSUED, TEXT-BOOKS  
AND BOOKS OF REFERENCE USED.**

The subjects of study pursued in said Academy, during the said year, including classical and all others, with the text-books and books of reference used in each subject or study, were as follows :

**1. MORAL, INTELLECTUAL AND POLITICAL PHILOSOPHY.**

Moral Philosophy,	Hickok's Moral Science.
“ “	Alexander's “
“ “	Butler's Analogy.
Intellectual Philosophy,	Mahan's Intellectual Philosophy.
Logic,	Whatley's Logic.
“ “	Mahan's “
Political Philosophy,	Mansfield's Political Grammar.
“ “	Hart's Constitution of the U. S.
Law and Politics,	Kent's Laws of Nations.

**2. ANCIENT LANGUAGES AND LITERATURE.**

GREEK LANGUAGE (Grammar),	Sophocles' Greek Grammar.
Dictionaries,	Liddell & Scott's.
“	Pickering's.
Reading Books,	Sophocles' Greek Lessons.
“	Owens' Greek Reader.
“	“ Xenophon's Anabasis.
“	“ “ Cyropædia.
“	“ Homer's Iliad.
“	“ “ Odyssey.
“	“ Thucydides.
“	Crosby's Œdipus Tyrannus.
“	Plato.

LATIN LANGUAGE (Grammar),	{ Andrews and Stoddard's Latin Grammar.
Dictionaries,	Leverett's.
"	Ainsworth's.
"	Andrews' Freunds.
Reading Books,	Andrews' Latin Reader.
"	" Sallust.
"	Spencer's Cæsar's Commentaries
"	Schmidt's Virgil.
"	Johnson's Cicero's Orations.
"	Lincoln's Livy.
"	Anthon's Horace.
"	" Greek Prose Composition.
"	" Latin " "
"	" Latin Versification.

### 3. CHEMISTRY AND PHYSICS.

Chemistry,	Renwick's Principles.
"	Fownes'.
"	Liebig's.
Natural Philosophy,	Bird's.

### 4. PURE MATHEMATICS.

Algebra,	Docharty's Institutes.
Geometry,	"
Geometry (Plain),	Davies' Legendre.
Geometry (Analytical),	Davies'.
Calculus (Differential and Integral),	"
Trigonometry,	"
Surveying and Navigation,	"
Geometry (Descriptive),	} Manuscript.
Shades and Shadows,	
Linear Perspective.	

## 5. MIXED MATHEMATICS.

Mechanics of Solids,	Bartlett's.
“ Fluids,	“
“ (Analytical),	“
Acoustics and Optics,	“
Spherical Astronomy,	“
Civil Engineering,	Mahan.
Mechanics of Engineering.	Mahan's Ed. of Moseley.
Topography,	Smith.

## 6. HISTORY AND BELLES-LETTRES.

History,	Weber's Universal History.
“	{ Putz's Handbook of Mediæval
	{ Geography and History.
Antiquities.	{ Anthon's Greek and Roman An-
	{ tiquities.
Geography.	{ Anthon's Ancient and Mediæval
	{ Geography.
Rhetoric,	Day's Rhetoric.
Oratory,	Marshall's Oratory.
“	Lovell's U. S. Speaker,
“	Sargeant's Sneaker.
Elocution,	How's Elocutionist.
	{ Mitchell's Ancient and Modern
Atlas,	{ Atlas.
	{ Johnson's National Atlas.
Dictionary,	Worcester's.

## 7. ENGLISH LANGUAGE AND LITERATURE.

Dictionary,	Webster's (Unabridged).
“	Reid's Etymological Dictionary.
Synonymes,	Graham's Synonymes.
Grammar,	General Principles of Grammar.
“	Fowler's English Grammar.
Outlines of Literature,	Shaw's English Literature.
English of Literature,	Cleveland's Compendium.
Encyclopedia of Eng. Literature,	Chambers.
“ Am. Literature,	Duyckinck.

## 8. FRENCH LANGUAGE AND LITERATURE.

FRENCH LANGUAGE,	Noel and Chapsal's.
"	{ Robinsonian system of Teach-
	{ ing French.
Reading Book,	Roemer's Elementary Reader.
"	" Second French Reader.
"	" Polyglot Reader.
"	" French Idioms.
"	Racine, Molière.
Pronunciation,	Vannier's Pronunciation.
Dictionary,	Dictionnaire de l'Academie.
"	Spiers' and Surenné's.
"	Surenne's.

## 9. SPANISH LANGUAGE AND LITERATURE.

Grammar,	Ollendorff's.
"	Sale's.
Dictionary,	Neuman and Barretti's.
Reading Book,	Colmena Española.
"	Ascagorta's History.
"	Velasquez's Phrase-Book.
"	Pizarro's
"	Masdeu's Arte Poetica.
"	Samaniego's Fables.
"	Moratin's Comedies.
"	Iriarte's Fables.
"	Quintana's Lives.
"	Don Quixote.
"	Morales' Spanish Reader.

## 10. GERMAN LANGUAGE AND LITERATURE.

Grammar,	Glaubensklee's Grammar.
Reading Book,	Heyse's Grammatik.
"	Oltrogge's Lesebuch.
"	Benedix Lutspleie.
"	Schiller's Marie Stuart.

Reading Buok,	Flaxman's Dialogues.
"	Heyse's Wörterbuch.
"	Glaubensklee's Reader.
Dictionary,	Elwell's Dictionary,
"	Flügel's "

## 11. NATURAL HISTORY, ANATOMY, PHYSIOLOGY, and HYGIENE.

Introduction to the Sciences,	Chambers.
Natural History,	{ Schodler's and Medlock's Book
"	{ of Nature.
Physical Geography,	Guyot's Earth and Man.
Geology,	Somerville.
Mineralogy,	Lyell.
Physiology,	Dana.
"	Carpenter.
	Lambert.

## 12. DRAWING.

Doctrines of Forms,	} <i>manuscript.</i>	Course of Ornament, Classic
Elements of Drawing,		Gothic and Renaissance.
Industrial Drawing,		Study of the Antique, (Elgin
Architecture, examples in Classic,		Marbles) with external Anat-
Gothic, and Byzantine styles.		omy applied to the Figure.
Architectural Orders and Mouldings.		

Lectures are delivered once a week to the Freshman Class, on popular applications of Chemistry. There are frequent exercises in Composition and Declamation. Weekly Lectures are also delivered to the same class in the Department of Natural Sciences.

Lectures on popular Chemistry and the Natural Sciences are delivered weekly to the Sophomore Class. Frequent exercises in Composition and Oratory are also required.

Lectures on the Fine Arts, their history and applications to manufactures and to decoration, are delivered to the Junior Class (first



term). Themes and Forensic Discussions, and Original Declamations, are required as regular exercises from the Class; and in the second term, Lectures are delivered on popular applications of Natural Philosophy.

The first term of the Senior Class, Lectures are delivered on Ancient and Modern Inventions; and the second term, weekly Lectures on the most Celebrated Constructions of Ancient and Modern Times; also, original Compositions and Declamations.

Lectures are also delivered, during the Academic year, on the Laws of Nations and the Constitution of the United States; on Intellectual and Moral Philosophy; on the Formation and Structure of the Greek and Latin Languages; on the History of the English Language and Literature; on the History and Formation of the French Language; and on the History and Formation of the German Language and Literature.

Weekly Lectures are delivered to the Sophomore Class (first term) on Political Economy.

Lectures also on the Spanish Language and Literature.

Weekly Lectures are delivered to the Introductory Class, in the Department of Natural Sciences, on Astronomy, Geology, Human Physiology, Physical Geography, Anatomy, &c.

Lectures on History are also delivered to the Freshman and Sophomore Classes.

#### XVII.—COMPOSITION AND DECLAMATION.

Students are required to be exercised in Composition and Declamation once a month, during the year.

#### XVIII.—NUMBER OF STUDENTS.

(A.) The whole number of Students (including Classical and all others) taught in the Academy during the term ending on the 10th day of February, 1858, was six hundred and four (604), including eleven Resident Graduates.

The whole number of Students (including Classical and all others) taught in the Academy during the term ending on the 20th day of July, 1858, was five hundred and thirty (530), including five Resident Graduates.

(B.) The whole number of Students (including Classical and all others) taught in the Academy during the said Academic year ending on the said 20th day of July, 1858, was six hundred and thirteen (613.)

(C.) The whole number of Students belonging to the Academy on the said 20th day of July, 1858, or who belonged to it during part of the year ending on that date, and who are claimed by the Board of Education to have pursued for four months of said Academic year, or upward, Classical studies, or the higher branches of an English education, or both, according to the true intent and meaning of the ordinance of the Regents of the 20th of October, 1853, was five hundred and sixty-seven (567).

A schedule of the names, ages and studies of the said students, so claimed by the said Board of Education to have pursued classical studies, or the higher branches of English education, or both, is hereunto annexed, duly verified by oath, as required by the law of the State, and the ordinance of the Regents.

#### XIX.—PRICES OR RATES OF TUITION.

The Institution being supported by the city, no charge is made for tuition.

#### XX.—GRATUITOUS INSTRUCTION.

Instruction is gratuitous to all the Students of the Academy.

#### XXI.—ACADEMIC TERMS, VACATIONS, COMMENCEMENT, ETC.

The Academic year is divided into two terms; the first commencing on the third Wednesday of September, and ending on the Friday preceding the first Monday of February; the second, commencing at the end of the first examination (which continues eight days), and ends on the Tuesday before the third Wednesday of July in each year.

#### VACATIONS.

There are three vacations in each Academic year; the Summer Vacation, from commencement to the Tuesday before the third Wednesday in September, inclusive; the Winter Vacation, from the 25th

day of December to the 1st day of January, inclusive; the Spring Vacation, from the last day of April, inclusive, one week.

There are no Academic exercises on Saturday, on the day celebrated as the anniversary of American Independence, and on Thanksgiving day.

#### END OF ACADEMIC YEAR, AND COMMENCEMENT.

The Academic year of the Academy ends on the *Tuesday before the third Wednesday of July*, in each year, and on which day the Annual Commencement takes place.

#### XXII.—SUMMARY STATEMENT OF THE AVERAGE EXPENSES OF STUDENTS IN THE ACADEMY, FOR TUITION, BOARD, Etc.

The Academy being supported by the city, no charge is made for tuition or board. Students are not allowed to remain in the Academy after the daily exercises are over. They reside or board with their parents or guardians.

#### XXIII.—BOOKS, ETC., RECEIVED FROM THE STATE.

The books received from the State, through the Regents of the University, or otherwise, for the use of the Academy, and now in its library, in good condition, are the following:

Natural History of the State of New-York.....	15 vols.
Documentary History of New-York (4to).....	4 “
Colonial History of New-York (2d vol. not rec'd).....	9 “
“ “ “ (8vo).....	2 “
Census of the State of New-York, for 1855.....	1 “
Reports of the Regents of the University, for 1857-8 ....	2 “
Catalogue of the New-York State Library.....	3 “
New-York Meteorology, 1826-1850....	1 “

#### XXIV.—PHYSICAL EDUCATION.

No distinct or separate provisions are made for physical education.

## TERMS OF ADMISSION, EXAMINATIONS, Etc.

The examination of candidates for admission takes place immediately after the general examination, in July, and continues at the same hours every day until concluded. No student can be admitted to the Academy unless he resides in the city, be fourteen years of age, shall have attended the common schools in the city twelve months, and shall pass a good examination in

Spelling,	Algebra, as far as quadratic equations,
Reading,	inclusive,
Writing,	Geography,
English Grammar,	History of the United States,
Arithmetic,	Constitution of the United States,
Elementary Book-keeping.	

No candidate can be examined for admission unless he shall present to the Principal of the Academy a certificate in the form prepared by the Executive Committee, signed by the Principal of the School or Schools of which he has been a member, and specifying the age of the candidate, the Common Schools of this city which he has attended, and the length of time of his attendance in each. If the number qualified for admission be more than can be admitted, the preference is to be given to those who have attended the Common Schools the greater period.

At either of the regular examinations, members may be admitted to one or all of the classes, to pursue the studies of any one or more departments, provided they shall have attended the Common Schools the requisite periods—shall be of the proper age—shall pass an examination in the requisites for admission, and also an examination satisfactory to the Faculty, in the previous studies of the class or departments to which they wish to be admitted.

No person is allowed to be present at the examination for admission, except the instructors in the Academy, the members of the Board of Education, and other school officers; neither the names of the candidates, nor the schools from which they come, are made known to the instructors conducting the examinations, but each candidate is designated during such examination by a number given to him on a card by the Principal.

There are two examinations during the Academic year. The first,

commencing on the first Monday of February, is held for the purpose of testing the capacity of the student for advancement, and continues eight days. The second (for advancement), commencing on the third Tuesday before commencement, continues eight days, at the close of which candidates for admission are examined. These examinations are public, and no student is allowed to advance to the next class without being found qualified for such advancement. Students of the Introductory class are not allowed to advance to the Freshman class unless they shall be *fourteen years of age* at the commencement of the next term, and are qualified in every other respect, according to the By-Laws of the Board of Education.

The members of each class are examined by oral and written questions in the same study.

The admission of candidates takes place but once in the Academic year, and not semi-annually as heretofore; but candidates may be admitted at either of the regular examinations, to any of the classes, provided they comply with the terms for admission, as to attendance at the Common Schools, proper age, shall pass the proper examination in the requisites for admission, and an examination also, satisfactory to the Faculty, in the previous studies of the class or department to which they wish to be admitted.

Those students only who are afterward ascertained to have passed a good examination, are admitted, and their names entered upon the rolls of the Academy.

### COURSE OF STUDIES.

The course of studies pursued in the Academy are the following, and are at the option of the students, viz. :

A full course with Ancient Languages.

A full course with Modern Languages.

A partial course, embracing any studies less than either of the full courses.

The full course of Ancient Languages comprises Latin, Greek, and any modern language at the option of the student.

The full course of Modern Languages comprises French, German, and Spanish. The order in which they are pursued is at the option of the student on commencing the course.

The partial course of languages comprises any language or languages, at the option of the student, either as pursued in the full

course or in a special course of one year, intended for such students as may have immediate occasion for the use of any of the above-named languages.

The choice of each student as to the course of studies he wishes to pursue, must be made in writing at the time of his admission, and registered and filed at the Academy. It must be made by the parent or guardian, or by the parent or guardian be submitted in writing to the discretion of the Faculty.

The classes are annual, and the full course of studies embraces five years, of two terms each.

### DEGREES.

The Board of Education is authorized by law to confer the usual collegiate degrees, on the recommendation of the Faculty. The degrees are—that of *Bachelor of Arts* on those students who have pursued a full course with the Ancient Languages, and that of *Bachelor of Sciences* on those who have pursued a full course with Modern Languages.

### LIBRARY.

The Library contains a large collection of valuable and well-selected books, and is increasing by the additions being made to it, from time to time, from funds appropriated by the Regents of the University of the State of New-York, from the Literature Fund, and from donations and bequests by private citizens.

Students of the Senior, Junior, Sophomore and Freshman classes are allowed to draw books from the Library on alternate Fridays during term time, under certain conditions. Those who do not obtain *two thirds* of the maximum, have received any demerit marks for misconduct, or have not been punctual in their attendance, are not entitled to the privileges of the Library.

It is believed that in a few years the Academy will possess one of the most valuable college Libraries in the State. It contains many works which probably can be found in but few even of our public Libraries. The works are mostly of a scientific and general character, and it contains a very limited number of works of a light and evanescent character. In selecting books for the Library particular reference is had to the wants both of the Instructors and Students

## MEDALS AND TESTIMONIALS.

### **The Pell Medal.**

In 1849, Duncan C. Pell, Esq., placed in the hands of Trustees \$500 to be invested, and the income applied annually, forever, to procure a gold medal, to be awarded by them to the student in the Free Academy who shall have made the greatest proficiency in his general studies during the year.

In 1856, the above named donor, by a deed of trust, authorized the Trustees of the said Fund, if to them it should be deemed expedient, to devote a portion of the income of the Fund invested in procuring a *silver medal*, to be awarded, from time to time, to such student as might become entitled thereto.

#### *Present Trustees of the Fund.*

WILLIAM H. NEILSON, Esq.  
HORACE WEBSTER, LL. D.  
SHEPHERD KNAPP, Esq.

### **The Burr Medal.**

In 1850, Edwin Burr, Esq., created a similar trust for a gold medal, to be awarded annually, forever, to the best mathematician in the highest class in the Free Academy.

In 1856, a similar trust was created for procuring a silver medal, to be awarded upon the same terms as the above.

#### *Present Trustees of the Fund.*

HORACE WEBSTER, LL. D.  
ERASTUS C. BENEDICT, Esq.  
LAFAYETTE RANNEY, M. D.

### **The Cromwell Medal.**

In 1850, Charles T. Cromwell, Esq., created a similar trust for a gold medal, to be awarded by the Trustees annually, forever, to the best scholar in History and Belles-Lettres in the Free Academy.

In 1856, a similar trust was created for procuring a silver medal, to be awarded upon the same terms and conditions as the foregoing.

*Present Trustees of the Fund.*

HORACE WEBSTER, LL. D.  
CHARLES EDWARD ANTHON, A. M.  
ERASTUS C. BENEDICT, Esq.

**Ward Medals.**

In 1852, Augustus H. Ward, by a deed of trust to the Executive Committee and the Principal of the free Academy, and their successors in office, established the Ward Medals, viz. : twenty Bronze Medals, to be awarded, annually, at the Commencement, one for each of the subjects mentioned, to the student who shall have made the greatest proficiency therein, provided he shall have regularly pursued such study for not less than two months of the academic year then closing—a student gaining one medal not to be precluded from obtaining others at the same or subsequent examinations.

No.	Subject to be engraved on the Medal.	No.	Subject to be engraved on the Medal.
A.	Chemistry.	K.	German.
B.	History, Natural.	L.	Oratory.
C.	Philosophy, “	M.	Composition.
D.	Philosophy, Moral.	N.	Logic.
E.	Law.	O.	Geography, &c.
F.	English.	P.	History.
G.	Greek.	Q.	Drawing.
H.	Latin.	R.	Algebra and Geometry.
I.	French.	S.	Engineering.
J.	Spanish.	T.	Hygiene.

*Present Trustees of the Ward Medals.*

LAFAYETTE RANNEY, M. D.	WILLIAM BLOOMFIELD, Esq.
JAMES M. TUTHILL, Esq.	JAMES MACKEAN, Esq.
RICHARD C. FELLOWS, Esq.	HUGH G. CROZIER, Esq.
ROBERT A. ADAMS, Esq.	HORACE WEBSTER, LL. D.



## AWARD OF MEDALS AND PRIZES,

AT COMMENCEMENT, JULY, 1858.

The Annual Award of Medals and Prizes, at the commencement of the Free Academy, July 20, 1858, was made upon the terms and conditions heretofore mentioned, and was as follows, viz. :

### **The Pell Medal.**

*First Prize, Gold Medal.*

To GILBERT MOLLESON ELLIOTT, of the Freshman Class.

*Second Prize, Silver Medal.*

To CHARLES ROBERTS, Jr., of the Introductory Class.

*Third Prize, Silver Medal.*

To EVANDER CHILDS, Jr., of the Freshman Class.

*Fourth Prize, Silver Medal.*

To ARTHUR MALACHI LEE, of the Introductory Class.

### **The Burr Medal.**

*First Prize, Gold Medal.*

To WILLIAM MULLEN BANKS, of the Senior Class.

*Second Prize, Silver Medal.*

To THOMAS CROWTHER, of the Senior Class

**The Cromwell Medal.***First Prize, Gold Medal.*

TO MELATIAH EVERETT DWIGHT, of the Sophomore Class.

**The Ward Medals.**

- For Chemistry, . . . to Augustus Frederick Childs, Senior Class.  
 " Natural History, " Scott Rathbun Sherwood, Soph. Class.  
 " Natural Philos'y, " David Parks Fackler, Junior Class.  
 " Moral Philosophy, " James Godwin, Senior Class.  
 " Law, . . . " James Godwin, Senior Class.  
 " English, . . . " Arnold Tanzer, Junior Class.  
 " Greek, . . . " Henry Edward Moriarty, Senior Class.  
 " Latin, . . . " William Mellen Banks, Senior Class.  
 " French, . . . " Henry Kirke White, Sophomore Class.  
 " Spanish, . . . " Henry Kirke White, Sophomore Class.  
 " German, . . . " Augustus Frederick Childs, Senior Class.  
 " Oratory, . . . " Gardiner Sherman, Junior Class.  
 " Composition, . . . " James Godwin, Senior Class.  
 " Logic, . . . " Melatiah Everett Dwight, Soph. Class.  
 " Astronomy, . . . " Fitzgerald Tisdall, Junior Class.  
 " History, . . . " Frederick Rawolle, Sophomore Class.  
 " Drawing, . . . " Henry Loveridge, Sophomore Class.  
 " Algebra & Geom'ry, " Charles Roberts, Jr., Introductory Class.  
 " Engineering, . . . " Augustus Frederick Childs, Senior Class.  
 " Hygiene, . . . " Arthur Malachi Lee, Introductory Class.

AN ALUMINUM MEDAL was awarded by Prof. R. O. Doremus, of the Free Academy, for the best notes of his Lectures on the "*Physiology of Plants*," to EDWIN FRANK HYDE, of the Freshman Class.

## MONEY PRIZES—1858.

At the close of the Academic Year, July, 1858, AUGUSTUS H. WARD, Esq., a liberal and public-spirited gentleman of this city, having provided the necessary funds, money prizes were awarded on the following conditions:

1. A prize of one hundred dollars to the student receiving the highest number of medals, in addition to prize No. 3.
2. A prize of twenty dollars to the student receiving the second highest number of medals, in addition to prize No. 3.
3. A prize of five dollars to every student receiving one medal.

Two or more students becoming entitled to the two highest prizes, the same to be divided equally between them.

And, in pursuance of said provisions, prizes were awarded as follows:

No student having obtained the highest prize, it was distributed to the two following, they having obtained three medals each:

To AUGUSTUS FREDERICK CHILDS, Senior Class,	\$65 00
“ JAMES GODWIN, Senior Class,	65 00

No student having obtained the second highest prize, it was distributed to the three following, they having obtained two medals each:

To WILLIAM MELLEN BANKS, Senior Class,	\$16 66
“ MELATIAH EVERETT DWIGHT, Sophomore class,	16 66
“ HENRY KIRKE WHITE, Sophomore Class,	16 66

The following named students having been awarded one medal each, received the sum named in the third provision:

To HENRY EDWARD MORIARTY, Senior Class,	\$5 00
“ DAVID PARKS FACKLER, Junior Class,	5 00
“ GARDINER SHERMAN, Junior Class,	5 00
“ ARNOLD TANZER, Junior Class,	5 00
“ SCOTT RATHBUN SHERWOOD, Sophomore Class,	5 00

TO FITZGERALD TISDALL, Junior Class, . . . .	\$5 00
" FREDERICK RAWOLLE, Sophomore Class, . . . .	5 00
" CHARLES ROBERTS, Jr., Introductory Class, . . . .	5 00
" ARTHUR MALACHI LEE, Introductory Class, . . . .	5 00
" GILBERT MOLLESON ELLIOTT, Freshman Class, . . . .	5 00
" HENRY LOVERIDGE, Sophomore Class, . . . .	5 00

#### PRIZE SPEAKING—PROSE, 1858.

The annual "PRIZE OF THE PRESIDENT OF THE BOARD OF EDUCATION," for excellence in *Public Speaking*, was awarded by the Committee on Prize Speaking, and upon the terms and conditions heretofore set forth,

TO ALEXANDER PHOENIX KETCHUM, of the Senior Class, a copy of Aikin's *British Poets*, in 3 vols.

#### PRIZE SPEAKING—POETRY, 1858.

The annual "PRIZE TO THE BEST DECLAIMER OF A SELECTED POEM," was awarded by the Committee on Prize Speaking, and upon the terms and conditions previously mentioned.

TO JOHN ANDREWS ELY, of the Senior Class, an illustrated copy of Bryant's *Poems*.

## DEGREES CONFERRED—JULY, 1858.

The degree of *Bachelor of Arts* was conferred upon the following young gentlemen of the Graduating Class of 1858 :

Banks, William Mellen,	Kursheedt, Manuel Augustus,
Beneville, Emil Jean,	McKee, Thomas Jefferson,
Blake, Theodore Augustus,	Moriarty, Henry Edward,
Clark, John,	Pettigrew, John Fisher,
Crowther, Thomas,	Plyer, Charles Whiting,
Ely, John Andrews,	Sands, Walter Seabury,
Godwin, James,	Sloan, Henry King,
Hallock, William Kingsland,	Sturges, Peter Demarest,
James, Charles Arthur,	Tomkins, Elliot Dunham,
Ketchum, Alexander Phœnix,	Utter, George Spencer,
Kirkland, William,	Vehslage, Henry, Jr.

The degree of *Bachelor of Sciences* was conferred upon the following young gentlemen of the Graduating Class of 1858 :

Childs, Frederick Augustus,	Pullman, John Wesley,
Whittemore, Samuel.	

The degree of *Bachelor of Sciences* was also conferred upon the following named graduates of the Institution :

Bloomfield, Smith,	Hawes, George Elias,
Church, James Austin,	Maxwell, Samuel, Jr.,
Roberts, John Sinclair.	

The degree of *Master of Arts* was conferred upon the following graduates of the Academy :

Abel, William Henry,	Decamp, William Henry,
Adams, William Menzies,	Duncan, Peter Hopkins,
Alvord, Alwin Alonzo,	Greenfield, George Jackson,
Babcock, Hamlin,	House, Samuel Boardman,
Bayles, Lewis Condict,	Mason, James Wier,
Church, Elihu Dwight,	Post, Henry Albertson,
Cole, William Madison,	Raymond, Russell,
Daly, Charles,	Saunders, Thorndyke Freeman.

The degree of *Master of Sciences* was conferred upon the following named graduate of the Academy :

Donahue, Michael James.

## ALUMNI.

## B A C H E L O R S .

## Class of 1853.

Birdsall, George Woodbridge,	Hardy, John,
Brant, James Randolph,	Holt, Charles Lorin,
Clark, George Lewis,	Hubbell, Charles Wheeler,
Compton, Alfred George,	Rayner, Benjamin Stuart,
Corwin, Edward Tanjore,	Seligman, Isaac,
Donahue, John Henry,	Sparrow, George,
Gray, Giles Hubbard,	Steers, James Rich,
Grout, Thomas Jefferson,	Ward, Elijah,
Wightman, James Stillman.	

## Class of 1854.

Anderson, Joseph,	Little, James Andrew, Jr.,
Belfour, Edmund,	Moulton, Francis Depau,
Cruikshank, William,	Nixon, George,
Denny, John Tappan,	Post, George Edward,
Donahue, James Michael,	Velsor, Joseph Alexander,
Douglass, Eugene,	Walsh, De Witt Clinton,
Duncan, Peter Hopkins,	Weir, Robert Fulton,
Forbes, John McLachlin,	White, Charles Belden,
Gray, William Neill,	White, George,
Kimball, Rodney Glentworth,	Wightman, Edward King,

## Class of 1855.

Abel, William Henry,	Bayles, Lewis Condict,
Adams, William Menzies,	Brinkerhoff, Walter,
Allendorff, Charles Wesley,	Church, Elihu Dwight,
Alvord, Alwin Alonzo,	Cole, William Madison,
Babcock, Hamlin,	Daly, Charles,
Baldwin, Simeon, Jr.,	Decamp, William Henry,

Fernandez, Luis,	Macfarlane, Hugh, Jr.,
Gardner, Andrew Jackson,	Mason, Francis Asbury,
Grant, James Henderson,	Mason, James Weir,
Greenfield, George Jackson,	Post, Henry Albertson,
Hayes, Charles Gregory,	Raymond, Russell,
House, Samuel Boardman,	Rowell, Alfred,
Jessop, Samuel,	Saunders, Thorndyke Freeman,
Keyser, Robert Blair,	Searles, Dayton Wyckoff,
Kimball, Warren Woods,	Wight, Peter Bonnett,
Lee, Benjamin Franklin, Jr.,	Wightman, Charles Stephen.

#### Class of 1856.

Baker, Colgate,	Pinkney, Howard,
Davis, Henry, Jr.,	Pratt, Charles Henry,
Hatfield, Robert Frank,	Ranney, Julius Harris,
Howe, John, Jr.,	Rising, Franklin Samuel,
Jasper, John, Jr.,	Sherman, Henry,
Kenyon, John,	Sturgis, Russell, Jr.,
Leeds, Frederick Augustus,	Van Buren, James Lyman,
McMullen, Arthur,	Walker, Aldace Atwood,
McMullen, Francis,	Ward, John Edward,
Muller, Adrian Herman, Jr.,	Wheeler, Everett Pepperell.

#### Class of 1857.

Abbe, Cleveland,	Haws, George Elias,
Babcock, Jared Starr,	Jeliffe, S. Gould Raymond,
Banning, Wells Tanner,	Kitchel, Charles Henry,
Bell, Joseph William,	McMullen, Patrick,
Bloomfield, Smith,	Maxwell, Samuel, Jr.,
Brush, Charles Theodore,	Myers, Oscar,
Church, James Austin,	Roberts, John Sinclair,
Denman, William Miller,	Solomon, Nathan,
Fanning, David Green,	Van Deusen, Sylvester,
Fiske, Samuel Nelson,	Van Siclen, George West,
	Werner, Adolph.

## MASTERS.

## 1856.

Clark, George,	Hardy, John,
Compton, Alfred George,	Hubbell, Charles Wheeler,
Gray, Alfred George,	Rayner, Benjamin Stuart,
Grout, Thomas Jefferson,	Sparrow, George.

## 1857.

Anderson, Joseph,	Nixon, George,
Belfour, Edmund,	Post, George Edward,
Corwin, Edward Tanjore,	Ward, Elijah,
Douglass, Eugene,	Weir, Robert Fulton,
Forbes, John McLachlan,	White, Charles Belden,
Kimball, Rodney Glentworth,	White, George,
Little, James Andrews, Jr.,	Wightman, Edward King,

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 RESIDENT GRADUATES—1857-'58.

ABBE, CLEVELAND,  
 BABCOCK, JARED STARR,  
 BLOOMFIELD, SMITH,  
 BRUSH, CHARLES THEODORE,  
 CHURCH, JAMES AUSTIN,  
 HAWES, GEORGE ELIAS,  
 JELIFFE, SAMUEL GOULD RAYMOND,  
 MAXWELL, SAMUEL, JR.,  
 ROBERTS, JOHN SINCLAIR,  
 SOLOMON, NATHAN,  
 VAN SICLEN, GEORGE WEST.



## EXAMINATION FOR ADVANCEMENT.

*February, 1858.*

The examination of students for advancement, first academic term (from February 1st to 10th inclusive), was conducted in accordance with the rules of the Board of Education, and to which reference has been made, and resulted as follows :

The Senior Class consisted of 27 students, all of whom were advanced.

The Junior Class consisted of 33 students, all of whom were advanced.

The Sophomore Class consisted of 72 students, all of whom were advanced.

The Freshman Class consisted of 156 students, all of whom were advanced.

The Introductory Class consisted of 245 students, all of whom were advanced.

*July, 1858.*

The examination of students for advancement, second academic term (from June 29th to July 8th, inclusive), was conducted in the same manner as the previous examination, and the following is the result, viz. :

The Senior Class consisted of 25 students, all of whom were graduated.

The Junior Class consisted of 32 students, of whom 30 were advanced, and two were not advanced.

The Sophomore Class consisted of 62 students, of whom 50 were advanced, and 12 were not advanced.

The Freshman Class consisted of 123 students, of whom 93 were advanced, and 30 were not advanced.

The Introductory Class consisted of 200 students, of whom 113 were advanced, and 87 were not advanced.

## EXAMINATION FOR ADMISSION.

*July, 1858.*

The examination for admission to the Free Academy commenced July 9th, and ended July 14th, 1858.

*Three hundred and seventy-nine* candidates were presented for examination, from the Grammar Schools of the City, of whom

There were admitted .....	347
And there were rejected.....	32
<hr/>	
Total.....	379

Of those admitted at said examination, one hundred and eighty-six (186) chose the study of the Ancient Languages, and one hundred and sixty-one (161) chose the study of the Modern Languages.

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SCHEDULE I. shows the number of students admitted and rejected from each school, at each examination, from the organization of the Academy, in 1849, to date.

SCHEDULE II. shows the number of students examined, admitted, and rejected; the number of those who chose the Ancient and Modern Languages; the average age of the students, and the average time spent in the Public Schools, for each term.

SCHEDULE III. shows the number of students admitted to the Introductory Class at the February examination, 1857; their respective ages, &c.

SCHEDULE IV. is a list of the names of the students admitted to the Introductory Class, July, 1858; their respective ages; the time in Public Schools; also, the names of their parents or guardians, together with their occupations and residences.



[illegible]

## RECAPITULATION.

Dates.	Admitted.	Rejected.	Total.
February, 1849 .....	143	129	272
July, 1849 .....	58	78	136
February, 1850 .....	52	74	126
July, 1850 .....	81	38	119
January, 1851 .....	105	53	158
July, 1851 .....	130	65	195
January, 1851 .....	130	60	199
July, 1852 .....	131	126	257
July, 1853 .....	160	4	164
July, 1854 .....	173	14	187
July, 1855 .....	323	42	365
July, 1856 .....	375	58	433
July, 1857 .....	229	34	263
July, 1858 .....	347	32	379
Total .....	2437	816	3253

## SCHEDULE II.

*Showing the Number of Applicants for Admission to the Free Academy who were Examined, Rejected, and Admitted; the number of Students who chose the Ancient and Modern Languages; and also the average Age of the Students admitted, and the average time spent in the Ward Schools, for each Term.*

Term.	Examined.	Rejected.	Admitted.	Chose Ancient Languages.		Chose Modern Languages		Average Age.			Average time of Attendance in Common Schools.		
								Y.	M.	D.	Y.	M.	D.
February, 1849 .....	272	129	143	96	47	13	10	4			3	2	15
July, 1848 .....	136	78	58	50	8	14	3	5			3	3	0
February, 1850 .....	126	74	52	37	15	14	0	0			2	10	0
July, 1850 .....	119	38	81	60	21	14	0	18			2	10	3
January, 1851 .....	158	53	105	78	27	13	0	6			2	4	16
July, 1851 .....	195	65	130	101	29	14	0	6			2	7	7
January, 1852 .....	199	69	130	96	34	13	11	15			2	4	6
July, 1852 .....	257	126	131	80	51	13	10	0			2	3	11
July, 1853 .....	164	4	160	110	50	14	3	8			3	4	27
July, 1854 .....	187	14	173	123	50	13	7	12			3	2	25
July, 1855 .....	365	42	323	200	123	14	3	10			3	3	29
July, 1856 .....	433	58	375	197	178	14	4	28			3	6	4
July, 1857 .....	263	34	229	144	85	15	0	21			2	10	6
July, 1858 .....	379	32	347	186	161	14	7	9			3	2	5
Total .....	3253	816	2437	1558	879	14	1	1			2	11	11

## SCHEDULE III.

*Containing a List of Students admitted to the Introductory Class,  
February, 1858.*

Names.	Age.			Time in School.			Name of Parents or Guardians.
	Y.	M.	D.	Y.	M.	D.	
Brower, John Lovett.....	14	0	0	6	10	9	Anthony Brower.
Drew, Burton.....	14	10	0	2	0	0	Stephen M. Drew.
Brown, Clifford Irvine.....	17	9	0	2	6	0	John Brown.
Lord, Charles.....	15	0	2	1	2	0	Thomas Lord.
Lydecker, Garrett J.....	14	2	26	6	1	20	John R. Lydecker.
Osgood, Samuel W.....	14	9	22	1	0	0	Samuel Osgood.
Phelps, Edward M.....	14	11	19	1	3	12	Edward W. Phelps.
Sanders, Lewis.....	14	9	17	1	2	19	George N. Sanders.
Stephens, Philetus.....	17	7	5	1	3	24	James Stephens.

# SCHEDULE IV.

Containing a List of the Names of Students admitted to the Introductory Class, July, 1858; their respective Ages, the time in Public Schools, the Names and Occupations of their Parents or Guardians, with their Residences.

Number.	Examination Number.	PUPILS.			PARENTS OR GUARDIANS.		
		NAMES.	Age.	School No.	NAMES.	OCCUPATIONS.	RESIDENCES.
			Y. M.				
1	131	Acheson, William J...	14 9	34	James J. Acheson.....	Commission Merchant	No. 89 Ludlow-st.
2	341	Aherns, Philip.....	14 10	48	Henry Aherns.....	Carman.....	No. 97 West 30th-st.
3	323	Alexander, Chas. Curtis	15 8	38	William Alexander.....	Blacksmith.....	No. 16 Wata-st.
4	114	Amidon, Frank.....	10 7	41	Francis H. Amidon.....	Hatter.....	No. 60 Troy-st.
5	317	Andrews, John Kutt....	14 3	38	George Kutt Andrews..	Jeweller.....	No. 15 W. Wash'ton Pl.
6	77	Andrews, Major Morgan.	16 8	44	Ambrose L. White.....	Physician.....	No. 291 Broome-st.
7	168	Appleby, Charles.....	14 3	40	James Appleby.....	Butcher.....	No. 104 East 23d-st.
8	220	Arnoux, George T.....	14 7	35	Henry H. Childs.....	Oil Merchant.....	No. 20 East 32d-st.
9	348	Asiel, Leopold Nathan..	15 1	20	Nathan Asiel.....	Retired.....	No. 278 East Broadway.
10	73	Atwell, Henry.....	14 6	44	James Atwell.....	Billiards.....	No. 161 Franklin-st.
11	126	Baldwin, Truman H....	14 3	41	Andrew H. Baldwin....	Clerk.....	No. 97½ Seventh-st.
12	262	Balen, Abraham D.....	15 3	35	Peter Balen.....	Fruit Merchant.....	No. 52 East 11th-st.
13	196	Bangs, Lemuel Bolton..	15 0	40	Lemuel Bangs.....	Auctioneer.....	No. 50 Irving Place.
14	174	Banks, Augustine.....	14 0	40	David Banks.....	Shipping Clerk.....	No. 280 Third-st.
15	116	Barnum, Edward B....	14 5	41	Daniel Barnum.....	Patents.....	No. 227 West 30th-st.
16	137	Barry, Samuel L.....	15 3	34	A. Barry.....	Broker.....	No. 38 Willet-st.
17	135	Beck, John George, Jr..	15 8	34	John G. Beck.....	Engineer.....	No. 57 Mangin-st.
18	365	Bell, James David.....	14 11	19	John Rodgers Bell.....	Flour Agent.....	No. 358 Tenth-st.
19	236	Berenbroich, Fred., Jr..	13 10	8	Frederick Berenbroich..	Silvermith.....	No. 73 Greene-st.
20	1	Berrian, Appollos F....	14 11	2	Augustus F. Berrian....	.....	No. 253 East Broadway.

21	284	Bildsee, Barnett.....	14	0	13	2	9	Isaac Bildsee.....	Sexton.....	No. 312 First avenue.
22	76	Bischoff, Henry Rosalvo..	14	2	44	3	1	Henry Bischoff.....	Agent.....	No. 9 Varick-st.
23	163	Blackwell, John Thomas..	14	6	40	4	9	J. P. Blackwell.....	Taylor.....	No. 320 West 20th-st.
24	327	Blauvelt, Cornelius R....	15	4	38	6	6	D. F. Blauvelt.....	Dry Goods Merchant..	No. 521 Greenwich-st.
25	29	Blauvelt, John H.....	14	11	45	1	0	Nathaniel F. Blauvelt..	Retired.....	No. 93 Jane st.
26	191	Bliss, William Henry.....	14	5	40	6	4	John E. Bliss.....	Builder.....	No. 653 Second-st.
27	60	Bloomingdale, S. E.....	14	4	2	1	3	Benjamin Bloomingdale.	Merchant.....	No. 158 Livingston-st.
28	230	Blumenstiel, Alexander..	15	0	35	1	1	Isaac Blumenstiel.....	Shoemaker.....	No. 815 Broadway.
29	319	Bogert, James Henry.....	15	6	38	7	1	James E. Bogert.....	Sergeant of Police....	No. 23 Watte-st.
30	299	Bogert, Charles Kraft....	14	0	49	1	0	Abraham E. Bogert.....	Bartender.....	41st., near Fourth Av.
31	86	Boggs, David Henry.....	16	3	39	5	1	Margaret M. Boggs.....	Retired.....	Fifth Av., cor. 127th st.
32	99	Bonestill, James Henry...	15	2	17	2	5	Peter Bonestill.....	Conductor.....	No. 600 Ninth avenue.
33	136	Boyce, William Blakely...	16	9	34	1	9	Moses Secord.....	Truckman.....	No. 15 Tompkins-st.
34	311	Brady, John.....	14	6	14	8	3	Margaret Brady.....	No occupation given...	No. 198 East 32d-st.
35	257	Breath, Charles.....	15	1	35	5	3	Mrs. A. Breath.....	No occupation given...	No. 134 West 14th-st.
36	212	Briggs, Russell Isaac.....	14	1	40	8	6	G. E. M. Briggs.....	Revenue Inspector....	No. 5 East 53d-st.
37	376	Britt, Benjamin.....	15	1	18	5	3	Stephen Britt.....	Carpenter.....	71st st. bet. 3d and 4th avs
38	280	Broach, George W.....	14	0	31	11	18	John Broach.....	Cashier.....	No. 196 Broome-st.
39	277	Broach, James Augustus..	15	8	34	11	15	John Broach.....	Cashier.....	No. 196 Broome-st.
40	219	Brooks, Frederick Wm....	14	7	35	2	8	M. C. Brooks.....	Dry Goods Merchant..	No. 75 Macdougall-st.
41	361	Brophy, James Jerome...	14	3	23	1	7	Catharine Brophy.....	No occupation given...	No. 520 Pearl-st.
42	156	Brown, Thomas V.....	15	5	32	10	2	John R. Brown.....	Lumber Merchant.....	No. 321 West 32d-st.
43	146	Browning, John Hale.....	16	8	37	2	0	John H. Browning.....	Clothier.....	Cor. 94th-st. and 4th av.
44	291	Bruninghausen, Ed. W....	15	11	42	2	1	Chas. Bruninghausen...	Physician.....	No. 95 Second avenue.
45	183	Brush, Cluilton Ethelbert.	14	3	40	2	9	John E. Bush.....	Hardware.....	No. 107 Avenue B.
46	63	Buckingham, G. A., Jr....	15	4	2	2	5	Geo. A. Buckingham...	Engineer & Contractor	No. 131 East 34th-st.
47	301	Bulger, Patrick.....	14	0	49	2	10	James Bulger.....	Baker.....	No. 195 East 34th-st.
48	221	Bull, William Landman...	14	0	35	3	10	Frederick Bull.....	Broker.....	No. 170 West 21st-st.
49	269	Burlew, Henry.....	15	5	35	11	9	Richard Burlew.....	Importer of China....	No. 216 Thompson-st.
50	350	Butler, Samuel Cook....	15	0	31	1	4	William Henry Butler...	Broker.....	No. 73 Hudson-st.
51	71	Byrne, Edward Jr.....	14	5	44	6	0	Edward Byrne.....	Carman.....	No. 20 Second-st.
52	329	Byrnes, Jas. Jos. Henry...	14	5	21	7	0	Hugh Byrnes.....	Inspector.....	No. 254 Mott-st.
53	320	Byrnes, Thos. Bernard...	14	0	38	1	5	R. Byrnes.....	Cigar Store.....	No. 316 Hudson-st.
54	308	Byrnes, Thos. William...	14	3	14	2	0	Patrick Byrnes.....	Marble Polisher.....	No. 483 Second avenue.
55	195	Cary, George Brownwell..	14	4	40	1	5	Henry C. Carey.....	Policeman.....	No. 205 East 21st-st.
56	216	Carpenter, Henry Clay...	15	0	40	1	0	Isaac Carpenter.....	Commission Merchant..	No. 169 East 13th-st.



PUPILS.					PARENTS OR GUARDIANS.				
Number.	Examination Number.	NAMES.	Age.		School No.	Time in Public Schools	NAMES.	OCCUPATIONS.	RESIDENCES.
			Y.	M.					
57	247	Clarke, Geo. Crawford...	14	1	35	1 0	L. C. Clarke.....	Banker.....	No. 18 Gramery Park.
58	59	Clarkson, Gerardus....	14	9	2	4 10	S. F. Clarkson.....	Lawyer.....	No. 53 Henry-st.
59	111	Cohen, Joseph.....	14	1	24	1 0	Moses Cohen.....	Clothing Store..	No. 101 Chatham-st.
60	51	Collard, Geo. Newton...	16	0	11	4 0	J-remiah Collard...	Iron Railing Manuf.	No. 233 West 20th-st.
61	68	Conklin, William L., Jr.	14	3	2	2 4	W-m. Lemuel Conklin..	Clothing.....	No. 30 Rutgers-st.
62	66	Conroy, Wm. Jos. Jr....	14	4	2	1 9	William Conroy.....	Corset Manufacturer.	No. 25 Henry-st.
63	42	Cooper, Geo. Danforth...	14	0	11	1 7	Charles P. Cooper.....	Wine Merchant..	No. 233 West 23d-st.
64	201	Cooper, John Ranney...	14	6	40	6 6	John Cooper.....	Ship Joiner.....	No. 143 East 25th-st.
65	138	Corkey, Joseph Alonzo...	14	5	8	8 3	William Corkey.....	Tailor.....	No. 314 Hudson-st.
66	19	Cragin, George D., Jr....	16	1	45	1 4	George Dakin Cragin...	Commission Merchant	No. 225 West 32d-st.
67	67	Cragin, William Briggs...	14	7	45	1 4	George Dakin Cragin...	Commission Merchant	No. 225 West 32d-st.
68	370	Crawford, James Henry...	13	9	37	5 0	James F. Crawford...	Tobacco Dealer..	81st st. bet. 2d and 3d avs
69	248	Crosby, Henry Ashton...	14	8	35	4 6	John P. Crosby.....	Lawyer.....	No. 4 Neilson Place.
70	155	Crown, Henry.....	15	3	32	7 0	David Crown.....	Lawyer.....	No. 268 West 19th-st.
71	206	Cunningham, Chas. Fred..	16	9	40	1 8	Thomas P. Cumming...	Merchant.....	No. 95 East 19th-st.
72	241	Cunningham, Ezra M....	16	2	35	3 0	William J. Cunningham.	Dry Goods Merchant.	No. 681 Greenwich-st.
73	100	Daly, Michael.....	15	11	17	3 3	Eliza Daly.....	No occupation given..	Broadway, near 70th-st.
74	227	Davie, Archibald.....	14	0	35	3 0	James S. Davie.....	Hosiery.....	No. 94 West 13th-st.
75	62	Davis, Isaac Snow.....	14	0	2	3 9	Silas Davis.....	Flour Merchant..	No. 270 Madison-st.
76	43	Day, Charles James, Jr..	14	0	11	3 6	Charles James Day....	Undertaker.....	No. 113 Eighth avenue.
77	175	Day, Clarence S.....	14	1	40	5 3	Benjamin H. Day.....	Publisher.....	No. 105 Eighth-st.
78	271	Deacon, John.....	16	0	35	1 0	Eleanor Deacon.....	No occupation given..	No. 99 Hammersley-st.
79	250	Delaney, George Joseph..	15	8	35	4 10	Andrew Delaney.....	Tailor.....	No. 36 Thompson-st.
80	27	Diabrow, David Ellis...	14	11	45	2 3	C. Davis Diabrow.....	Lawyer.....	No. 91 West 43d-st.
81	374	Disoway, Wm. Watkins...	15	11	35	2 9	Cornelius R. Disoway..	Lawyer.....	No. 44 West 45th-st.
82	113	Dodsway, Allen R.....	15	2	41	5 9	Allen Dodsway.....	Musician.....	No. 806 Broadway.

83	75	Dohrmann, Augustus F.	14	6	44	5	8	Augustus F. Dohrmann.	Grocer	No. 47 Forsyth-st.
84	297	Donahue, Michael	14	9	49	2	10	John Donahue	Carman	Cor. 42d-st. and 3d av.
85	249	Dow, William Shepard	14	0	35	4	6	Maria N. Dow	No occupation	No. 125 East 12th-st.
86	194	Dubois, Francis, Jr.	16	3	40	1	0	Francis Dubois	Importer of Watches	No. 89 Fulton-st.
87	290	Duncan, James M.	16	2	22	1	0	James Duncan	Policeman	No. 33 Avenue C.
88	338	Dunning, William, Jr.	15	3	48	2	3	William Dunning	Lumber Merchant	130th-st., bt. 11 & 12 av.
89	13	Dwight, John Ethu	14	1	34	3	0	John Dwight	Chemist	No. 141 Tenth-st.
90	358	Dwyer, Michael	14	6	23	1	8	John Dwyer	Bootmaker	No. 69 Centre-st.
91	296	Edmunson, H. J. N. C.	14	1	42	2	10	John Edmunson	Straw Hat Store	No. 224 Bowery.
92	199	Einstein, Max Henry	14	9	40	6	0	Henry Einstein	Dry Goods Merchant	No. 203 First av.
93	267	Elder, Samuel George	14	1	35	3	6	Samuel Elder	Piano-Forfe Manuf.	No. 189 East 20th-st.
94	180	Ellsworth, W. W.	15	3	40	1	0	William Ellsworth	Pres. Ins. Co.	No. 10 Albion Pl (4th-st)
95	223	Ennis, George Henry	13	11	40	2	0	William Ennis	Stoves and Ranges	No. 106 East 19th-st.
96	293	Ennis, James	14	7	49	1	4	Matthew Ennis	Carman	No. 138 East 39th-st.
97	17	Evans, Lemuel Edward	16	8	45	1	0	Samuel G. Evans	Merchant	No. 135 West 25th-st.
98	211	Fackler, Wiley Bolling	16	0	40	1	0	John M. Fackler	Physician	No. 231 Tenth-st
99	172	Farren, George Williams	15	5	40	2	0	George P. Farren	Actor	No. 550 Houston-st.
100	54	Fay, Charles Pumpelly	14	0	11	2	6	Charles P. Fay	Bookkeeper	No. 182 West 24th-st.
101	148	Flannigan, Adam C., Jr	14	10	37	4	0	Adam C. Flannigan	Custom House Officer	Fourth av. and 92d-st.
102	286	Forbes, Arthur, Jr.	16	7	12	3	1	Arthur Forbes	Letter Carrier	No. 270 Monroe-st.
103	310	Fowler, Charles T.	14	8	14	7	4	Frederick Fowler	Carman	No. 443 Second avenue.
104	245	Francis, Edward Wm.	16	5	35	1	0	William A. Francis	Importer	No. 250 West 19th-st.
105	182	Frost, Robert Bowne	14	0	40	2	0	Stephen A. Frost	Wharfage Agent	No. 40 East 29th-st.
106	64	Gage, William Walter	15	2	2	1	6	Samuel Gage	Dining Saloon	No. 214 Madison-st.
107	44	Gallagher, Chas. Walker, Jr.	15	7	11	2	10	Charles W. Gallae	No occupation	No. 18 Doorman Pl. (33d)
108	110	Gallagher, Cornelius C.	14	0	24	4	6	Patrick Gallagher	Paver	No. 202 Hester-st.
109	103	Gamblin, John Voorthes	14	11	11	2	6	Richard Gamblin	Policeman	No. 179 West 16th-st.
110	47	Garrish, John Poole, Jr.	15	7	11	3	4	John P. Garrish	Physician	No. 40 West 21st-st.
111	258	Gibney, John Roll	15	2	35	1	8	John Gibney	Provision Store	No. 30 Jones-st.
112	33	Gleason, Francis Porcher	15	4	45	3	0	Henry B. Gleason	Carriage Trimmings	No. 1 Irving Place.
113	131	Glover, Henry Kirke	14	7	11	11	17d	Roswell E. Glover	Retired	No. 3 Lamartine Place.
114	140	Glover, William Horace	16	5	10	2	0	Edward Glover	Retired Merchant	No. 692 Houston-st.
115	343	Goldsmith, Charles	13	11	20	3	10	Solomon Goldsmith	House Agent	No. 295 Houston-st.
116	364	Goodenow, Ed. Kirke	14	1	19	2	8	Ephraim Goodenow	Hotel	No. 17 Fifth-st.
117	207	Gordon, Leonard	15	5	40	1	0	Philip Gordon	Distiller of Cordials	No. 55 Vesey-st.
118	259	Gore, Martin Alonzo	16	7	35	1	2	John Gore	Cabinet Maker	No. 149 Charles-st.

## PARENTS OR GUARDIANS.

PUPILS.				PARENTS OR GUARDIANS.							
Number.	Examination Number.	NAMES.		Age.	School No.	Time in Public Schools.	Y.	M.	NAMES.	OCCUPATIONS.	RESIDENCES.
		Y.	M.								
119	48	Gosling, Israel Lafayette	17	9	11	1 1/2	30		L. Gosling	Restaurateur	No. 138 West 17th-st.
120	9	Granbery, Theodore	14	3	11	2 1/2	10 1/2		Henry H. T. Granbery	Bookkeeper	No. 88 East 21st-st.
121	117	Gray, Henry Peters, Jr.	14	5	41	5	9		Henry P. Gray	Artist	No. 51 East 30th-st.
122	93	Green, Garret E.	15	5	17	2	8		Edward Green	Lumber Merchant	Broadway, cor. 86th-st.
123	185	Green, Rodolph	14	3	40	7	0		Camilla Green	No occupation given	No. 10 Fourth avenue.
124	204	Grinnell, Henry Walton	14	10	40	3	0		Henry Grinnell	Retired Merchant	No. 17 Bond-st.
125	80	Gurnee, Edward Billings	16	3	18	1	10		Jarvis Gurnee	Florist Store	53d-st., bet. 1st & 2d avs.
126	331	Gumbleton, Henry A.	14	0	21	4	1		Richard Gumbleton	Clerk	No. 30 Blecker-st.
127	288	Haggerty, Francis	17	11	23	1	3		James Haggerty	Tailor	No. 22 Worth-st
128	295	Hamblet, Roger Buttrick	14	5	49	2	10		Joshua Hamblet	Carpenter	No. 487 Third avenue.
129	67	Hamilton, Chas. Aug.	14	0	2	5	9		Charles Fox	Merchant	No. 46 Pike-st.
130	314	Hamilton, George W.	15	1	14	3	0		Geo. James Hamilton	Builder	No. 180 East 21st-st.
131	170	Hamilton, Lewis McL.	14	2	40	2	0		Philip Hamilton	Lawyer	No. 179 East Tenth-st.
132	115	Hanks, Charles G.	14	5	41	5	8		Oscar Hanks	Machinist	No. 18 Charles-st.
133	246	Harris, George Hamilton	13	11	35	1	0		Thomas G. Harris	Lawyer	No. 355 West 22d-st.
134	162	Harrison, Thomas B.	16	1	40	1	0		John C. Harrison	Commission Merchant	No. 82 East 22d-st.
135	200	Hart, James Main	15	0	40	6	0		Henry H. Hart	Physician	No. 296 Fourth-st.
136	164	Haswell, Chas. H. Jr.	14	4	40	3	7		Charles H. Haswell	Civil Engineer	No. 59 East 31st-st.
137	244	Hatch, Stephen S.	14	8	35	1	8		David Hatch	Merchant	No. 5 West 22d-st.
138	342	Henderson, Edward H.	15	2	20	6	5		John Henderson	Carman	No. 213 Third avenue.
139	118	Henderson, Peter E.	15	1	41	3	10		Stephen L. Henderson	Clerk	No. 154 West 13th-st.
140	184	Hewitt, Alfred	14	0	40	1	0		Robert Hewitt	Bookkeeper	No. 32 West 21st-st.
141	197	Hewitt, Henry R.	15	10	40	1	0		William M. Hewitt	Clerk in Bank	No. 109 Lexington a v.
142	179	Hewitt, Robert	17	3	40	1	0		Robert Hewitt	Bookkeeper	No. 32 West 21st-st.
143	344	Hibbard, Rufus Piercy	14	7	20	1	4		Rufus F. Hibbard	Botanical Medicines	No. 48 Beach-st.
144	264	Hickey, George Edgar	14	8	35	2	0		James W. Hickey	Furniture Dealer	No. 803 Broadway.

145	366	Hickock, Geo. Benedict..	14	10	19	7	2	John D. Hickock.....	Carman.....	No. 17 Fifth-st.
146	307	Higgins, Wm. Henry....	15	0	14	1	8	John Olmstead Higgins.	Real Estate.	No. 62 East 35th-st.
147	112	Hinckley, Asa Presbury..	16	0	11	1	9	Asa Hinckley.....	Merchant	No. 135 Prince-st.
148	115	Hogan, John Joseph....	14	7	45	6	3	John Hogan.....	Builder.	No. 257 West 28th-st.
149	160	Hogarty, Wm. Daniel....	14	2	40	8	6	Patrick Hogarty.....	Builder.	No. 148 East 31st-st.
150	69	Holland, Jephtha J.....	14	1	2	2	2	William P. Holland.....	Gauger.	No. 312 Madison-st.
151	354	Houghton, Alfred Henry..	15	7	48	2	5	Asahel Houghton.....	Physician.	No. 185 West 26th-st.
152	121	Howard, George W. ....	14	10	41	3	10	George A. Howard.....	Salesman.	No. 155 Perry-st.
153	181	Howell, Isaac.....	15	3	45	6	3	Thomas Howell.....	Mason.	No. 204 West 30th-st.
154	86	Howland, Henry R.....	14	2	39	5	6	Job F. Howland.....	Pattern Maker.	126th-st., near 4th av.
155	166	Hunt, William Henry....	14	0	37	4	0	Henry G. Hunt.....	Importer.	87th-st. and 4th avenue.
156	254	Hunter, Abraham T.....	14	6	35	1	10	William A. Hunter.....	Physician.	No. 21 West 25th-st.
157	226	Hurd, Anson Asbury.....	14	6	35	4	4	Gideon H. Hurd.....	Carman.	No. 134 Amity-st.
158	270	Hyde, Frederick E.....	14	6	35	3	6	Edwin Hyde.....	Grocer.	No. 40 East 26th-st.
159	90	Ingersoll, William H.....	14	6	39	1	6	Lorin Ingersoll.....	Chair Manufacturer.	Cor. 2d av. and 110th-st.
160	324	Jackson, Daniel.....	15	9	38	2	6	A. J. Jackson.....	Pawnbroker.	No. 58 Reade-st.
161	161	Jacobi, Emile Henry....	14	6	40	7	1	John Jackson.....	Commission Merchant.	No. 2 Phelps Pl E. 30th-st.
162	240	Jacob, Emile Henry....	14	9	35	2	2	Simon Jacob.....	Dry Goods Merchant.	No. 37 Perry-st.
163	368	Janes, William Edward..	15	0	48	3	11	E. S. Janes.....	Accountant.	No. 164 West 34th-st.
164	102	Jasper, David Samuel....	14	2	17	3	3	John Jasper.....	Grocer.	Broadway, near 70th-st.
165	101	Jasper, Geo. Washington	16	5	17	3	3	John Jasper.....	Grocer.	Broadway, near 70th-st.
166	178	Jenkins, Augustus S.....	14	9	40	3	0	William L. Jenkins.....	Cashier.	No. 10 West 21st-st.
167	177	Jenney, William A.....	14	7	40	1	0	Ephraim H. Jenney.....	Clerk.	No. 95 East 15th-st.
168	11	Johnson, Benj. Lent, Jr.	14	5	11	3	7	William L. Johnson.....	Builder.	No. 169 West 26th-st.
169	272	Johnson, Henry Sabi....	14	7	35	1	7	Franklin Johnson.....	Merchant.	No. 17 Park Row.
170	234	Jordan, George.....	14	7	35	1	0	Thomas Jordan.....	Bookkeeper.	No. 410 Sixth avenue.
171	345	Juf, Lewis George.....	14	4	48	2	10	Louis J. Juf.....	Lawyer.	No. 417 Broome-st.
172	149	Karsch, Bernard.....	14	10	32	7	0	John Karsch.....	Tailor.	No. 495 Eighth avenue.
173	46	Kearney, Benj. Griffin..	14	8	11	3	6	Lawrence Kearney.....	Piano Forte Manuf.	Madison avenue.
174	339	Keegan, G. Washington.	15	0	48	1	10	James D. Keegan.....	Croton Aqueduct Dpt.	No. 258 West 56th-st.
175	355	Keating, Joseph S. P....	13	10	13	5	3	John J. Keating.....	Physician.	No. 185 West 26th-st.
176	252	Keyser, G. Washington.	15	3	35	4	0	Henry Keyser.....	Butcher.	No. 174 West 22d-st.
177	305	Kilmer, David.....	14	0	14	7	9	David Kilmer.....	Shoe Dealer.	No. 167 East 25th-st.
178	165	Kirel, Peter Joseph....	14	9	40	5	2	Thomas Kirel.....	No occupation.	No. 311 West 10th-st.
179	279	Kincaid, Thos. H. Clay..	16	2	36	4	0	Thomas Kincaid.....	Policeman.	No. 72 Fifth-st.
180	234	King, William Robert...	14	6	35	6	0	William King.....	Manufacturer.	No. 141 West 17th-st.

PUPILS.					PARENTS OR GUARDIANS.					
Number.	Examination Number.	NAMES.	Age.	School No.	Time in Public Schools.	NAMES.	OCCUPATIONS.	RESIDENCES.		
									Y.	M.
181	353	Kingsland, J. Crittenden	15	0	31	1	10	Edmund W. King . . .	Commission Merchant	No. 180 East 23d-st.
182	58	Klimm, Godfrey George.	15	7	2	4	2	Joseph Klimm . . . . .	Tailor . . . . .	No. 35 Rose-st.
183	369	Kuhnert, Ferdinand . . .	14	3	48	2	7	Rudolph Kuhnert . . . .	Sculptor . . . . .	No. 1089 Broadway.
184	349	Kurzman, Frederick . . .	14	9	20	11	20	Sampson Kurzman . . . .	Butcher . . . . .	No. 590 Fourth-st.
185	309	Labrie, G. Washington . .	14	6	14	1	11	Peter Labrie . . . . .	Oyster Saloon . . . .	No. 336 Third avenue.
186	52	Latour, Ernest . . . . .	15	6	11	1	10	William Burroughs, Jr.	Armorer . . . . .	No. 169 West 37th-st.
187	152	Leonard, Caleb Reynolds	14	2	32	3	2	Amasa Leonard . . . . .	Agent . . . . .	10th av. bet. 49 and 50-st.
188	129	Lee, Philip Parker . . . .	14	9	11	9	22	Oliver H. S. Lee . . . . .	Civil Engineer . . . .	6 Lamartine Pl. W. 29th-st.
189	138	Lennon, George W. . . . .	14	3	34	2	4	Chas. Watson Lennon . .	Ship Carpenter . . . .	No. 41 Columbia-st.
190	70	Lines, Theodore T. . . . .	14	0	2	1	1	Major Lines . . . . .	Commission Merchant	No. 238 Clinton-st.
191	87	Lockwood, Jos. Seaman . .	14	7	39	5	3	Isaac Lockwood . . . . .	Carriage Maker . . . .	Third av. and 127th-st.
192	375	Lomia, Luigi . . . . .	15	0	5	1	2	Salvador Caro . . . . .	Physician . . . . .	No. 183 Canal-st.
193	10	Lord, Edwin Polk . . . . .	14	0	11	3	6	Bowen G. Lord . . . . .	Policeman . . . . .	No. 193 West 24th st.
194	289	Lynn, Jardine . . . . .	17	3	42	3	6	John R. Lynn . . . . .	Hotel . . . . .	No. 40 Bowery.
195	56	Lyons, John Small . . . . .	15	3	2	4	1	Charles H. Lyons . . . .	Letter Carrier . . . . .	No. 1 Fifty-third-st.
196	128	Mack, Samuel . . . . .	15	3	45	2	4	Jacob Mack . . . . .	Broker . . . . .	No. 169 West 34th-st.
197	125	Mackie, George Barclay . .	14	8	41	3	5	Robert Mackie . . . . .	Commission Merchant	No. 145 Fourth-st.
198	122	Magee, Joseph Alex. . . . .	14	9	41	2	9	Joseph Magee . . . . .	Jeweller . . . . .	No. 120 Macdougal-st.
199	108	Malarkey, Charles A. . . . .	14	2	17	3	3	John Malarkey . . . . .	Contractor . . . . .	No. 290 West 37th-st.
200	260	Many, Philip Hone . . . . .	14	4	35	2	10	Catharine Many . . . . .	No occupation . . . . .	No. 147 West 24th-st.
201	171	Martin, George Clifton . .	16	7	40	3	5	Joseph T. Martin . . . .	Tpboat Agent . . . . .	No. 57 St. Mark's Place.
202	235	Martin, Geo. Randolph . .	15	11	35	2	3	D. K. Martin . . . . .	Banker . . . . .	No. 198 Fourth-st.
203	217	Mayer, Henry Christian . .	14	5	40	1	0	Mary L. Mayer . . . . .	No occupation . . . . .	No. 223 Lexington av.
204	298	McArdle, John . . . . .	14	0	49	2	10	George McArdle . . . . .	Builder . . . . .	No. 157 East 33d-st.
205	147	McCarthy, John . . . . .	14	8	37	4	0	Catharine McCarthy . . .	No occupation given . .	Cor. 4th av. and 86th-st.
206	7	McCoster, Wilson M. . . . .	14	7	11	3	0	Richard McCoster . . . .	Janitor . . . . .	No. 198 West 19th-st.

325	McCoy, Edward T.	14	2	38	6	5	Edward McCoy	Tobacconist.	No. 31 Wooster st.
326	McWhood, Edward, Jr.	15	1	40	2	3	Edward McWhood	Bookbinder	No. 142 Fulton st.
327	Menzie, William, Jr.	15	5	11	2	7	William Menzie	Merchant	No. 280 West 23d st.
328	Metcalf, Walter Fitz'gh	15	5	35	1	8	A. W. Metcalf	Brazier	No. 53 East 15th st.
329	Miller, Thomas Robin.	13 10 27 <sup>b</sup>		35	1	6	Joseph B. Miller	Shoe Store	No. 92 West 13th st.
330	Monell, Ambrose	14 v. 9 <sup>m</sup>		35	1	9	Claudius L. Monell	Lawyer	No. 112 West 24th st.
331	Moore, Edgar Wells	15	2	14	4	4	Thomas H. Moore	Butcher	No. 600 Second Avenue.
332	Morris, Frank Irving	14	1	40	4	2	Mrs. John Morris	No occupation	No. 183 East 15th st.
333	Morrison, Wm. Henry	15	1	38	5	11	William Morrison, Jr.	Fancy Store	No. 44 King st.
334	Morse, Gilbert Livingst'n	16	7	40	1	11	Sidney E. Morse	Editor	No. 33 East 22d st.
335	Morton, Samuel William	14	3	35	11 m. 10 <sup>b</sup>		Robert Morton	Merchant	No. 34 Wooster st.
336	Mott, Richard E.	15	5	17	8	8.	Richard Mott	Grocer	No. 675 Eighth avenue.
337	Mulford, Jeremiah, Jr.	15	4	11	1	4	Jeremiah Mulford	Machinist	No. 44 Tenth avenue.
338	Munson, John Henry	14	7	34	11 m. 23 <sup>b</sup>		Geo. Sangster Munson	Iron Works	No. 264 Water st.
339	Murray, Timothy	15	2	14	2	10	Hannah Murray	No occupation	No. 194 East 31st st.
340	Murtha, John Augustine	14	10	23	1	4	Julia Murtha	No occupation given	No. 130 Mulberry st.
341	Newbury, Walter S.	16	3	48	1	1	William B. Newbury	Commission Merchant	East 30th st.
342	Newcomb, Geo. Edwin	15	8	34	4	6	James Newcomb	Bel lows Manufacturer	No. 28 Sheriff st.
343	Newell, Darius E., Jr.	14	4	38	4	8	Darius E. Newell	Lumber Merchant	No. 149 Tenth avenue.
344	Newstadter, Jacob H.	13	11	35	4	1	Nathan Newstadter	Merchant	No. 141 Sixth avenue.
345	Noonan, Cornelius	15	8	41	5	4	William Noonan	Carman	No. 89 Greenwich av.
346	Norris, John Mahan	14	5	2	1	10	Augustus F. Norris		No. 253 East Broadway.
347	O'Brien, Lawrence H.	15	8	31	5	8	John O'Brien	Chandler	No. 366 Cherry st.
348	O'Connor, Charles H.	14	0	40	1	9	Francis B. O'Connor	Paper Merchant	No. 64 East 6th st.
349	O'Rourke, John	14	7	17	1	0	James O'Rourke	Mason	No. 174 West 35th st.
350	Offley, David Remsen	14	1	35	2	7	John Priestly	Paper Merchant	No. 12 Perry st.
351	Orr, Joseph	14	2	48	2	5	Robert Orr	Carpenter	No. 45 West 36th st.
352	Orton, Azariah Jackson	15	2	34	9	8	Mrs. S. A. Orton	Seamstress	No. 80 Greene st.
353	Osgood, Henry	16	8	40	1	10	N. H. Osgood	No occupation	No. 74 West 21st st.
354	Otteguy, Phillip Joseph	14	2	40	1	0	Joseph N. Otteger	Inspector	No. 948 Houston st.
355	Overin, Henry Clay	16	7	11	1	3	George R. Overin	Whip Maker	No. 90 Eighth avenue.
356	Owen, Edw'd Livingston	15	2	45	1	0	Edward H. Owen	Lawyer	No. 15 East 17th st.
357	Paddon, George William	14	0	40	4	8	William H. Paddon	Clothing	No. 149 Fourth avenue.
358	Paulding, Joseph Irving	15	4	35	10 m. 27 <sup>b</sup>		Eleanor Paulding	No occupation given	No. 24 Charlton st.
359	Peck, Eben Berely	15	6	45	1	4	E. A. C. Peck	No occupation given	2 Boorman Pl. (44 33d st.
360	Pell, Aaron	14	7	40	5	3	Abijah Pell	Planing Mill	58th st. bet. 1st & 3d avs.

PUPILS.				PARENTS OR GUARDIANS.			
Number.	Examination Number.	NAMES.	Age.		School No.	Time in Public Schools.	
			Y.	M.		Y.	M.
181	353	Kingsland, J. Crittenden	15	0	31	1	10
182	58	Klimm, Godfrey George.	15	7	2	4	2
183	369	Kuhner, Ferdinand	14	3	48	2	7
184	349	Kurzman, Frederick	14	9	20	11	20 <sup>d</sup>
185	309	Labrie, G. Washington.	14	6	14	1	11
186	52	Latour, Ernest	15	6	11	1	10
187	152	Leonard, Caleb Reynolds	14	2	32	3	2
188	129	Lee, Philip Parker	14	9	11	9	22 <sup>d</sup>
189	138	Lennon, George W.	14	3	34	2	4
190	70	Lines, Theodore T.	14	0	2	1	1
191	87	Lockwood, Jos. Seaman.	14	7	39	5	3
192	375	Lomia, Luigi	15	0	5	1	2
193	10	Lord, Edwin Polk	14	0	1	3	6
194	289	Lyng, Jardine	17	3	42	3	6
195	56	Lyons, John Small	15	3	2	4	1
196	128	Mack, Samuel	15	3	45	2	4
197	125	Mackie, George Barclay	14	8	41	3	5
198	122	Magee, Joseph Alex.	14	9	41	2	9
199	108	Malarkey, Charles A.	14	2	17	3	3
200	260	Many, Philip Hone	14	4	35	2	10
201	171	Martin, George Clifton	16	7	40	3	5
202	235	Martin, Geo. Randolph	15	11	35	2	3
203	217	Mayer, Henry Christian.	14	5	40	1	0
204	298	McArdle, John	14	0	49	2	10
205	147	McCarthy, John	14	8	37	4	0
206	7	McCotter, Wilson M.	14	7	11	3	0
PARENTS OR GUARDIANS.							
NAMES.				OCCUPATIONS.		RESIDENCES.	
Edmund W. King				Commission Merchant		No. 180 East 23d-st.	
Joseph Klimm				Tailor		No. 35 Rose-st.	
Rudolph Kuhner				Sculptor		No. 1089 Broadway.	
Sampson Kurzman				Butcher		No. 590 Fourth-st.	
Peter Labrie				Oyster Saloon		No. 336 Third avenue.	
William Burroughs, Jr.				Armorer		No. 169 West 37th-st.	
Amasa Leonard				Agent		10th av. bet. 49 and 50-st.	
Oliver H. S. Lee				Civil Engineer		6 Lamartine Pl. W. 29th-st	
Chas. Watson Lennon				Ship Carpenter		No. 41 Columbia-st.	
Major Lines				Commission Merchant		No. 238 Clinton-st.	
Isaac Lockwood				Carriage Maker		Third av. and 127th-st.	
Salvador Caro				Physician		No. 183 Canal-st.	
Bowen G. Lord				Policeman		Third av. and 24th st.	
John R. Lyng				Hotel		No. 193 West 24th st.	
Charles H. Lyons				Letter Carrier		No. 40 Bowery.	
Jacob Mack				Broker		No. 151 Fifty-third-st.	
Robert Mackie				Commission Merchant		No. 169 West 34th-st.	
Joseph Magee				Jeweller		No. 145 Fourth-st.	
John Malarkey				Contractor		No. 120 Macdougall-st.	
Catharine Many				No occupation		No. 290 West 37th-st.	
Joseph T. Martin				Towboat Agent		No. 147 West 24th-st.	
D. K. Martin				Banker		No. 57 St. Mark's Place,	
Mary L. Mayer				No occupation		No. 193 Fourth-st.	
George McArdle				Builder		No. 223 Lexington av.	
Catharine McCarthy				No occupation given		No. 157 East 35d-st.	
Richard McCotter				Janitor		Cor. 4th av. and 86th-st.	
						No. 138 West 19th-st.	

335	McCoy, Edward T.	14	2	38	6	5	Edward McCoy	Tobacconist.	No. 31 Wooster st.
169	McWhood, Edward, Jr.	15	1	40	2	3	Edward McWhood	Bookbinder.	No. 142 Fulton st.
209	Menziez, William, Jr.	15	5	11	2	7	William Menziez	Merchant.	No. 280 West 23d st.
261	Metcalf, Walter Fitz'h	15	5	35	1	8	A. W. Metcalf	Brazier.	No. 53 East 15th st.
379	Miller, Thomas Robin.	13	10	27 <sup>b</sup>	35	1	Joseph B. Miller	Shoe Store.	No. 92 West 13th st.
225	Monell, Ambrose.	14	9 <sup>a</sup>	35	1	6	Claudius L. Monell	Lawyer.	No. 112 West 24th st.
318	Moore, Edgar Wells.	15	2	14	4	4	Thomas H. Moore	Butcher.	No. 600 Second Avenue.
202	Morris, Frank Irving.	14	1	40	4	2	Mrs. John Morris	No occupation.	No. 183 East 15th st.
321	Morrison, Wm. Henry.	15	1	38	5	11	William Morrison, Jr.	Fancy Store.	No. 44 King st.
192	Morse, Gilbert Livingst'n	16	7	40	1	11	Sidney E. Morse	Editor.	No. 33 East 22d st.
273	Morton, Samuel William	14	3	35	11	10 <sup>b</sup>	Robert Morton	Merchant.	No. 34 Wooster st.
98	Mott, Richard E.	15	5	17	8	8.	Richard Mott	Grocer.	No. 675 Eighth avenue.
219	Mulford, Jeremiah, Jr.	15	4	11	1	4	Jeremiah Mulford	Machinist.	No. 44 Tenth avenue.
276	Munson, John Henry.	14	7	34	11	23 <sup>b</sup>	Geo. Sangster Munson	Iron Works.	No. 264 Water st.
221	Murray, Timothy.	15	2	14	2	10	Hannah Murray	No occupation.	No. 194 East 31st st.
222	Murtha, John Augustine	14	10	23	1	4	Julia Murtha	No occupation given.	No. 130 Mulberry st.
337	Newbury, Walter S.	16	3	48	1	1	William B. Newbury	Commission Merchant	East 30th st.
223	Newcomb, Geo. Edwin.	15	8	34	4	6	James Newcomb	Bel lows Manufacturer	No. 28 Sheriff st.
224	Newell, Darius E., Jr.	15	3	34	4	6	Darius E. Newell	Lumber Merchant.	No. 149 Tenth avenue.
225	Newell, Darius E., Jr.	14	4	38	4	8	Nathan Newstadter	Merchant.	No. 141 Sixth avenue.
226	Newstadter, Jacob H.	13	11	35	4	1	William Noonan	Carman.	No. 89 Greenwich av.
227	Noonan, Cornelius.	15	8	41	5	4	William Noonan		No. 253 East Broadway.
228	Norris, John Mahan.	14	5	2	1	10	Augustus F. Norris		No. 366 Cherry st.
229	O'Brien, Lawrence H.	15	8	31	5	8	John O'Brien.	Chandler.	No. 64 East 6th st.
230	O'Connor, Charles H.	14	0	40	1	9	Francis B. O'Connor	Paper Merchant.	No. 174 West 35th st.
231	O'Rourke, John.	14	7	17	1	0	James O'Rourke	Mason.	No. 12 Perry st.
232	Offley, David Remsen.	14	1	35	2	7	John Priestly	Paper Merchant.	No. 45 West 36th st.
233	Orr, Joseph.	14	2	48	2	5	Robert Orr	Carpenter.	No. 80 Greene st.
234	Orton, Azariah Jackson,	16	2	34	9	8	Mrs. S. A. Orton.	Seamstress	No. 74 West 21st st.
235	Osgood, Henry.	15	8	40	1	10	N. H. Osgood	No occupation.	No. 948 Houston st.
236	Ottegraff, Philip Joseph	14	2	40	1	0	Joseph N. Ottenger	Inspector	No. 90 Eighth avenue.
237	Overin, Henry Clay.	16	7	11	1	3	George R. Overin	Whip Maker.	No. 15 East 17th st.
238	Owen, Edw'd Livingston	15	2	45	1	0	Edward H. Owen	Lawyer.	No. 149 Fourth avenue.
239	Paddon, George William	14	0	40	4	8	William H. Paddon.	Clothing.	No. 24 Charlton st.
240	Paulding, Joseph Irving	15	4	35	10 <sup>a</sup>	27 <sup>b</sup>	Eleanor Paulding	No occupation given	2 Boorman Pl. (44 33d st.
241	Peck, Eben Berely.	15	6	45	1	4	E. A. C. Peck	No occupation given	58th st. bet. 1st & 3d avs.
242	Pell, Aaron.	14	7	40	5	3	Abijah Pell	Planing Mill.	



PUPILS.					PARENTS OR GUARDIANS.					
Number.	Examination Number.	NAMES.		AGE.	School No.	Time in Public Schools.		NAMES.	OCCUPATION.	RESIDENCE.
		Y.	M.			Y.	M.			
243	107	Pfuger, John Jacob F...	14	3	17	9	3	Geo. Simon Pfuger.....	Saloon.....	No. 239 West 44th st.
244	215	Phelps, Richard Nafs...	14	9	40	2	0	Willard Phelps.....	Oysters.....	No. 71 East 29th st.
245	255	Phillips, Henry.....	14	1	35	4	11	P. E. Phillips.....	Caps and Fur Dealer..	No. 23 St. Mark's Place.
246	96	Phillips, Michael.....	14	1	17	1	10	Mathew Phillips...	Mason.....	No. 238 West 45th st.
247	322	Phillips, Mortimer Louis.	14	0	38	3	8	Jonas N. Phillips.....	Ship Chandler.....	No. 73 Greene st.
248	39	Post, Charles C.....	16	2	45	6	3	Abraham J. Post.....	Clothing.....	No. 112 Ninth avenue.
249	124	Post, Edwin Forrest...	14	9	41	3	10	Peter J. Post.....	Clothing.....	No. 113 Ninth avenue.
250	205	Randolph, Samuel F...	14	0	40	4	3	Huldah F. Randolph...	Retired.....	No. 46 East 19th st.
251	167	Randolph, Wilson Hunt.	15	9	40	3	5	Peter F. Randolph...	Dry Goods Merchant..	No. 147 East 13th st.
252	57	Raper, Bogert W., Jr...	16	5	2	2	10	Bogart W. Raper.....	Printer.....	51st st. near 11th avenue.
253	106	Redmond, Michael C...	14	9	17	5	3	Catharine Redmond...	No occupation given..	No. 23 Hester st.
254	228	Rhoades, George Brown...	14	10	15	2	9	Benjamin F. Rhoades...	Blacksmith.....	No. 67 avenue D.
255	109	Riley, Peter James...	14	2	24	4	9	Peter Riley.....	No occupation.....	No. 63 Baxter st.
256	335	Ritchie, Andrew.....	14	7	48	2	2	Joseph J. Ritchie.....	Carpenter.....	No. 218 West 30th st.
257	285	Roberts, James Alex der.	13	11	13	6	3	Mayant Roberts.....	No occupation given..	No. 188 Suffolk st.
258	50	Robinson, Jas. Whiting.	16	1	11	1	0	Hamilton W. Robinson..	Lawyer.....	No. 228 West 29th st.
259	263	Rockwell, Anthony A...	14	5	35	5	9	Stephen Rockwell.....	Detective Police.....	No. 145 Sixth avenue.
260	328	Rooney, George W.....	14	5	21	5	5	John Rooney.....	Whitesmith.....	No. 190 Mulberry st.
261	214	Rotton, George.....	15	11	40	1	10	Samuel Rotton.....	Physician.....	No. 170 East 18th st.
262	176	Rudd, Richard Gorden...	15	8	40	2	5	William H. Rudd.....	Builder.....	83d st. bet. 2d and 3d avs.
263	31	Russell, John.....	15	1	45	6	3	Robert Russell.....	Builder.....	No. 127 West 25th st.
264	315	Sabor, Samuel.....	14	0	14	2	7	Lewis Sabor.....	Shoe Dealer.....	No. 438 Third avenue.
265	198	Sacchi, Ernest.....	15	9	40	1	7	Gustavus A. Sacchi.....	Real Estate Broker...	No. 70 East 28th st.
266	193	Sacchi, Henry.....	17	4	40	1	7	Gustavus Sacchi.....	Real Estate Broker...	No. 70 East 28th st.
267	20	Salter, George.....	15	5	45	1	0	Abraham Salter.....	Baker.....	No. 59 West 17th st.

268	16	Salter, Geo. Washington	15	9	45	6	0-	Albert Salter.....	Clothier.....	No. 192 West 27th-st.
269	26	Sands, James Green...	14	8	45	3	0	David M. H. Sands.....	Painter.....	No. 190 West 21st-st.
270	268	Saunders, John Francis...	16	3	35	5	0	William Saunders.....	Dressing Case Manuf.	No. 705 Broadway.
271	265	Schafer, Geo. Fra's, Jr.	13	11	35	1	2	George F. Schaffer.....	Dentist.....	No. 99 Ninth-st.
272	326	Sharp, James Robert, Jr.	17	4	38	2	0	James R. Sands.....	Dry Goods Merchant...	No. 521 Greenwich-st.
273	196	Shaw, Robert Alexander	15	2	40	5	9	Robert Shaw.....	Policeman.....	No. 346 Second avenue.
274	23	Sherwood, Luman, Jr....	14	10	45	6	3	Luman Sherwood.....	Lawyer.....	No. 146 West 25th-st.
275	330	Shields, Daniel.....	15	10	21	1	0	Hugh Shields.....	Livery Stable.....	No. 48 Laurens-st.
276	333	Shields, Patrick Henry...	15	10	21	1	0	Hugh Shields.....	Livery Stable.....	No. 48 Laurens-st.
277	214	Simonsen, Wm. Hyde...	14	7	35	2	0	Thomas H. Simonsen...	No occupation.....	No. 99 Barrow-st.
278	313	Skinner, James R., Jr...	15	2	14	4	2	James R. Skinner.....	Produce Dealer.....	No. 116 East 28th-st.
279	302	Smith, George, Jr.....	14	7	14	1	1	George Smith.....	Tube Maker.....	No. 343 Second avenue.
280	21	Smith, Henry Warren...	15	0	45	5	11	Daniel H. Smith.....	Mason.....	No. 196 West 30th-st.
281	53	Smith, Lenox.....	15	6	11	2	11	Edward D. Smith.....	Clergyman.....	No. 299 West 21st-st.
282	91	Smith, Samuel Demilt...	14	1	17	6	7	Sidney T. Smith.....	Flour and Feed Store	No. 599 Eighth avenue.
283	104	Smith, Wm. Brownley...	16	4	11	1	4	James L. Smith.....	Editor.....	No. 277 Fifth-st.
284	127	Solomon, Lionel Jacob...	14	11	41	1	7	Lewis Solomon.....	Gold Refiner.....	No. 111 West 15th-st.
285	12	Stavey, Nicholas Henry	14	9	11	3	6	Ernest Stavey.....	Provision Merchant...	No. 115 Seventh avenue.
286	347	Steins, Victor Hugo....	15	0	20	2	6	Frederick Steins.....	Clergyman.....	No. 64 Pitt-st.
287	84	Stephens, George W....	14	6	39	3	10	James Stephens.....	Coal Dealer.....	No. 31 129th-st.
288	294	Stephenson, Jos. Battell	14	6	49	2	2	John Stephenson.....	Coachmaker.....	No. 47 East 27th-st.
289	32	Stevenson, William G...	15	1	45	1	0	Jno. McMillen Stevenson	Sec. Am. Tract Soc....	No. 230 West 30th-st.
290	139	Stich, Charles Jacob...	14	1	7	6	0	Harris Stich.....	Cap Manufacturer.....	No. 182 East Broadway.
291	38	Storm, John B.....	15	4	45	1	0	Isaac A. Storm.....	Tobacconist.....	No. 33 West 28th-st.
292	332	Sullivan, Thomas Henry	15	7	21	1	9	Hugh Sullivan.....	Carman.....	No. 173 Delancy-st.
293	123	Sutherland, Louis Voby	16	8	41	3	8	William Sutherland...	Fruit Dealer.....	No. 215 West 18th-st.
294	362	Swanborough, Wm. R.	14	8	41	2	8	William Swanborough...	Grocer.....	No. 237 West 26th-st.
295	372	Sweeny, John Joseph...	14	0	23	4	7	Michael Sweeny.....	Laborer.....	No. 19 Albany st.
296	4	Taggard, John James...	14	11	2	3	10	John Taggard.....	No occupation given...	No. 69 Market-st.
297	128	Thatcher, John C.....	14	6	41	1	9	John C. Thatcher.....	Merchant.....	No. 85 West 15th-st.
298	25	Thom, John C.....	14	3	45	4	10	Jessie Thom.....	Boarding-house.....	No. 54 Seventh avenue.
299	157	Thomas, David A., Jr...	15	2	40	1	1	David A. Thomas.....	Pilot.....	No. 277 Henry-st.
300	209	Thompson, Edward L...	14	2	40	3	8	Edward L. Thompson...	Livery Stable.....	No. 162 East 21st-st.
301	145	Thompson, George H...	15	8	37	2	0	James A. Thompson...	Jeweller.....	Cor. Avenue A and 89th.
302	37	Throckmorton, B.W., Jr.	15	5	45	2	3	B. W. Throckmorton...	Merchant.....	No. 146 Fourth-st.
303	340	Tieman, William Ferris.	14	5	48	1	2	J. N. Tieman.....	Paint Store.....	One Hundredth-st.

PUPILS.				PARENTS OR GUARDIANS.			
Number.	Examination Number.	NAMES.	AGE.	School	Time in Public Schools.		RESIDENCES.
					Y.	M.	
304	34	Titus, Joseph Mur.....	15 0	45	4	4	No. 228 West 24th-st.
305	8	Tripp, Henry Martyn....	14 11	11	1	2	No. 19 West 24th-st.
306	190	Trist, Nicholas Philip...	15 0	40	1	0	No. 14 Lexington ave.
307	169	Turner, George Merritt..	14 2	40	5	0	No. 313 Bowery.
308	306	Twamley, James.....	14 10	14	2	3	No. 143 East 29th-st.
309	158	Valentine, George Faile..	14 5	40	2	6	No. 98 East 19th-st.
310	274	Van Dyke, Howard.....	14 11	35	2	9	No. 149 Ninth avenue.
311	229	Van Vleck, Abraham K...	14 9	15	2	8	No. 305 Fifth-st.
312	92	Vienot, Jules Frederick..	14 8	17	2	3	No. 204 West 21st-st.
313	281	Vitt, Herman Augustus...	13 11	13	5	2	No. 256 Third-st.
314	257	Voorhies, Frederick....	14 9	35	4	0	No. 16 Tenth-st.
315	166	Walker, James Henry....	14 8	40	1	0	No. 714 Madison avenue.
316	24	Wendell, Townsend.....	17 5	45	1	4	No. 116 Ninth avenue.
317	253	Ward, Eugene.....	15 5	35	1	0	No. 70 East 15th-st.
318	243	Warren, Henry.....	15 5	35	1	2	No. 9 Clinton Place.
319	72	Warts, Alex. Britton....	14 3	44	1	2	No. 59 Vesey-st.
320	363	Watson, Charles James...	14 6	41	5	2	No. 1 Union Place.
321	153	Watson, John William...	14 0	32	2	9	No. 300 West 28th-st.
322	346	Weber, Aug. Chas. F....	14 1	20	1	9	No. 121 Forsyth-st.
323	266	Wessels, Charles Henry..	14 11	35	6	1	No. 190 West 18th-st.
324	251	Wheeler, Wm. A., Jr....	14 2	35	1	9	No. 37 West 26th-st.
325	97	White, Andrew.....	14 1	17	3	0	No. 353 43d-st.
326	140	White, Chas. Lawrence..	14 0	8	11	6	No. 30 Grand-st.
327	144	White, John Stewart....	14 0	10	4	0	No. 86 Beach-st.
328	151	Whiteside, Andrew J....	14 4	32	3	7	No. 264 West 85th-st.
329	5	Whiting, Thomas Ed....	15 2	2	4	4	No. 105 Madison-st.

330	6	Wight, Fred. Hubert...	14	11	2	5	3	Myron Wight.....	Engineer.....	No. 81 Monroe st.
331	55	Wight, George Bates..	16	11	2	1	4	Myron Wight.....	Engineer.....	No. 81 Monroe st.
332	242	Wight, George Richard..	14	10	35	2	8	Caroline F. Wight....	No occupation.....	No. 51 Clinton Place.
333	94	Wilcox, William Ryly..	14	9	17	2	2	Jared Wilcox.....	Salt Fish Store.....	No. 172 West 39th st.
334	352	Wildey, James Edward..	14	6	31	4	2	Stephen B. Wildey....	Wharfinger.....	No. 385 Cherry st.
335	120	Wiley, Thomas Brown..	14	9	41	2	8	Thomas Wiley.....	Tailor.....	No. 48 Bank st.
336	218	Wilson, Oren Elbridge..	14	1	45	6	5	Thomas Wilson.....	Carpenter.....	No. 188 West 24th st.
337	202	Winchell, Charles.....	14	7	40	6	3	William A. Winchell..	Clerk.....	No. 283 Third avenue.
338	188	Winter, Edward.....	15	9	40	1	0	Caroline Winter.....	No occupation given..	No. 302 Third st.
339	278	Witpin, Charles.....	15	4	36	4	0	Eliza Witpin.....	Landlady.....	No. 347 Ninth st.
340	256	Wolshon, Henry.....	15	3	35	1	1	Benjamin Wolfshon..	Physician.....	No. 253 Tenth st.
341	275	Wood, Geo. Warren, Jr..	14	7	35	1	9	George W. Wood.....	Clergyman.....	No. 61 Amity st.
342	41	Wood, William, Jr.....	16	4	11	1	5	William Wood.....	Baker.....	No. 291 Ninth avenue.
343	105	Woods, John Dock.....	15	11	17	1	0	Robert C. Woods.....	Bookkeeper.....	No. 154 West 40th st.
344	61	Worrall, Wade Arthur..	14	4	2	5	8	Wade B. Worrall.....	Iron Founder.....	No. 217 East Broadway.
345	154	Yard, Hiram Johnson....	14	7	32	1	6	Stephen S. Murray....	No occupation.....	No. 154 West 38th st.
346	36	Young, William.....	14	7	45	4	9	John Young.....	Shoemaker.....	No. 331 Sixth avenue.
347	189	Youngs, George Albert..	14	7	40	1	8	Phebe Youngs.....	No occupation.....	No. 274 East 10th st.
348	292	Zabriskie, Le Maire.....	14	7	49	1	0	Christian Zabriskie..	No occupation.....	No. 6 East 37th st.

*Students Admitted at the February Examination, 1858.*

1	5	Brower, John Lovett....	14	0	41	6	10	Anthony Brower.....	Mahogany Dealer.....	No. 27 West 24th st.
2	9	Brown, Clifford Irvine..	17	9	41	2	6	John Brown.....	Grocer.....	No. 92 Greene st.
3	2	Drew, Burton.....	14	10	18	2	0	Stephen M. Drew.....	Bookkeeper.....	No. 99 East 48th st.
4	6	Lord, Charles.....	15	0	40	1	2	Thomas Lord.....	Pres. Columbia Ins. C.	No. 35 West 17th st.
5	8	Lydecker, Garrett, Jr....	14	2	38	6	1	John R. Lydecker.....	Custom House Officer	No. 571 Broome st.
6	3	Osgood, Samuel W.....	14	9	45	1	0	Samuel Osgood.....	Auctioneer.....	No. 217 West 19th st.
7	4	Phelps, Edward M.....	14	11	45	1	3	Edward W. Phelps....	Lumber Merchant.....	No. 230 West 17th st.
8	1	Sanders, Lewis.....	14	9	11	1	2	George N. Sanders....	Navy Agent.....	No. 130 West 14th st.
9	7	Stephens, Philletus.....	17	7	39	1	3	James Stephens.....	Stone Yard.....	129th b. 4th & 5th ave.

## SCHEDULE.

*The following is the Statement (referred to in the annexed Report from the New-York Free Academy) of the names, ages, and studies of the Students claimed by the Board of Education to have pursued for four months [or upward, of the academic year mentioned in said report, classical studies, or the higher branches of English education, or both, according to the true intent and meaning of the Ordinance of the Regents, of the 20th October, 1853, as set forth in the "explanations" which precede this Schedule, with a specification of the different studies pursued by each of said Students, and the length of time the same were pursued in each term of said year: said studies being designated by the ordinary name or title of the book or treatise studied, and the part or portion of each book so studied being also stated, with the time spent in studying the same during each of said terms.*

No.	Names.	Age.	Studies pursued from Sept 15, 1857, to Feb. 10, 1858.	Studies pursued from Feb. 11, to July 20, 1858.
1	Banks, Wm. Mellen,	20	<p>Butler's Analogy of Natural and Revealed Religion, (entire.)</p> <p>Physics.—Bird's Elements of Natural Philosophy, as a text book, from page 159 to page 386.</p> <p>The course was conducted principally by Lectures.</p> <p>Ancient Languages. Thucydides, Book I. chap. 1-32, inclusive, with frequent reviews.</p> <p>Civil Engineering.—Mahan's Civil Engineering, 163 pages. Studied and reviewed, with lectures on the theory of the equilibrium of retaining walls, and exercises in drawing plans, elevations and sections of structures.</p>	<p>Kent's Commentaries on the Laws of Nations, and Mansfield's Political Grammar.</p> <p>Civil Engineering.—Mahan's Civil Engineering, complete, with lectures on the theory of the arch, the calculations of excavations and embankments, leveling, topographical drawing and railroad, curves, with exercises in drawing and use of level and engineer's transit.</p> <p>Ancient Languages.—Edipus Tyrannus, 446 lines, with frequent reviews.</p> <p>Horace, 2d Book.</p> <p>Chemistry.—Fowne's Chemistry, from page 101 to 416.</p> <p>Monthly Exercises in Oratory and Original</p>

No.	Names.	Age.	Studies pursued from Sept. 15, 1857, to Feb. 10, 1858.	Studies pursued from Feb. 11, to July 20, 1858.
			<p>Original Composition and Declamation once a month.</p> <p>French.—Vannier's Pronunciation. Robertson's Grammar, 186 pages. Regular and irregular Verbs.</p> <p>Roemer's Polyglot Reader, Part 1st, with logical and grammatical analysis.</p> <p>Lectures on the History of the formation of the French Languages and its relation to the English.</p> <p>Time—Five months.</p>	<p>Composition.</p> <p>French.—General reviews of the Studies of the previous term. Roemer's Second French Reader, 320 pp. Translations from English (Manuscript) into French, with a review of Grammar.</p> <p>Time—Five months.</p>
2	Blake, Theodore A.	20	Same as No. 1.	Same as No. 1.
3	Blakeley, Mat. J.	20	do. (4 months.)	Deceased, March 9th.
4	Clark, John	18	Same as No. 1.	Same as No. 1.
5	Crowther, Thomas	18	do.	do.
6	Ely, John Andrews	21	do.	do.
7	Godwin, James	20	do.	do.
8	Hallock, Wm. K.	18	do.	do.
9	James, Charles A.	19	do.	do.
10	Ketchum, Alex. P.	19	do.	do.
11	Kirkland, William	20	do.	do.
12	Kursheedt, Man. A.	18	do.	do.
13	McKee, Thomas	18	do.	do.
14	Moriarty, Henry E.	18	do.	do.
15	Pettigrew, John F.	19	do.	do.
16	Plyer, Charles W.	19	do.	do.
17	Puidy, John Caleb.	20	do. (4 months.)	
18	Sands, Walter S.	20	Same as No. 1.	do.
19	Sloan, Henry King	19	do.	do.
20	Stratton, G. Henry	18	do.	do. (2½ months.)
21	Sturges, Peter D.	18	do.	Same as No. 1.
22	Tomkins, Elliott D.	19	do.	do.
23	Utter, George S.	20	do.	do.
24	Vehalage, H., Jr.	22	do.	do.
25	Childs, Aug. Fred.	18	do.	do.
			<p>In all except the Languages.</p> <p>German.—Glaubens- sklee's Reader, entire. Schiller's Marie Stu- art, 1st Act. Glauben- sklee's Grammar, ele- mentary part, with exercises. Elwell's Dictionary, with Flügel's and Heye's Dictionaries, and</p>	<p>In all except the Lan- guages.</p> <p>German.—Benedix Steckbrief&amp;Liebestrank. Oltrogge, from page 79 to page 121, &amp; page 140 to 198, and numerous poetical pieces. Syntac- tical part of Glauben- sklee's Grammar, with exercises from dictation. Original Compositions.</p>

No.	Names.	Age.	Studies pursued from Sept. 15, 1857, to Feb. 10, 1858.	Studies pursued from Feb. 11, to July 20, 1858.
			Heye's Grammar, as books of reference. Time—Five months.	Flaxman's Dialogues, 2d & 3d parts. Lectures on the German Literature. Time—Five months.
26	Pullman, J. Wesley	19	Same as No. 25.	Same as No. 25
27	Whittemore, S.	19	do.	do.
28	Benneville, Emile J	18	Same as No. 1. In all except Modern Languages. Spanish—Ollen- dorff's Grammar (en- tire). Velazques' Phrase Book (entire). Morales' Reader (en- tire). Iriate and Mo- ratin (entire). Time—Five months.	Same as No. 1, in all ex- cept Modern Languages. Spanish—Sale's Gram- mar, Moratin's Come- dies (entire). Pizarro's Phrases (entire). Quin- tana's Lives (nearly through). Don Quixote (half). Morales Versifi- cation (entire). Time—Five months.
29	Appleton, John P.	17	Moral Philosophy— Hickok's Moral Philo- sophy (entire). English Language and Literature—Fow- ler's English Lan- guage, studied and re- viewed from the be- ginning to part IV., page 177, with some omissions. Natural Philosophy —Bartlett's Analytical Mechanics, 320 pages studied and re- viewed. Ancient Languages —Owen's Homer's Iliad, Books I and II, to line 225, with fre- quent reviews. Regular exercises in Composition and Ora- tory, including a pub- lic exhibition in Original Declamation, at the close of the term. Time—Five months.	English Literature— Shaw's English Litera- ture, from page 172 to page 278, (Chapter XI omitted), studied and re- viewed. Natural Philosophy— Bartlett's Analytical Me- chanics, 70 pages. Bartlett's Acoustics, 140 pages, studied and reviewed. Bartlett's Optics, 100 pp. studied and reviewed. Bartlett's Spherical Astronomy, 160 pages, studied and reviewed. Ancient Languages— Owen's Homer's Odyssey Book X. Lectures on Greek Literature. Hor- ace's Ode, Book I, with frequent reviews. Intellectual Philoso- phy—Mahan's (entire). Physics—Bird's Natural Philosophy. Regular exercises in Composition and Ora- tory. Four Lectures on Fine Arts. A course of Lectures on Light, of which notes were taken by the stu- dents. No text book

No.	Name.	Age.	Studies pursued from September 15, 1857, to February 10, 1858.	Studies pursued from Feb. 11, to Sept. 20, 1858.
				used. The students re- cited from the note books of the Lectures. Time—Five months.
30	Boarer, James.....	19	Same as No. 29.	Same as No 29.
31	Dresser, Horace E..	17	do.	do.
32	Elliott, Richmond B.	19	do.	do.
33	Fackler, David B...	18	do.	do.
34	Fitzpatrick, James C.	18	do.	do.
35	Gardner, Asa Bird..	19	do.	do.
36	Gilley, Franklin W..	19	do.	do.
37	Howland, Elijah A...	19	do.	do.
38	Hudson, Wilbur Fisk	19	do.	do.
39	Ireland, Oscar Brown	18	do.	do.
40	Knox, James.....	19	do.	do.
41	Lozier, Abraham W.	20	do.	do.
42	Mackie, Simon F...	19	do.	do.
43	Man, William.....	19	do.	do.
44	Pomeroy, Ralph....	19	do.	
45	Quinn, William B...	19	do.	do.
46	Sanders, Reid.....	20	do.	do.
47	Scott, John Fred....	17	do.	do.
48	Seaman, James A...	17	do.	do.
49	Sherman, Gardiner..	18	do.	do.
50	Sullivan, Dennis F..	19	do.	do.
51	Sutton, John Jos....	19	do.	do.
52	Tanzer, Arnold.....	18	do.	do.
53	Tisdall, Fitzgerald..	19	do.	do.
54	Wood, Edward A....	18	do.	do.
55	Woodruff L. de F...	20	do.	do.
56	Woolf, Solomon J...	18	do.	do.
57	Carolin, John A....	18	do., in all except the Languages.	do.
			Spanish — Sales' Grammar (entire), Iri- arte's Fables (entire), Samaniego's Fables (nearly through), Mo- ratins Comedies, Don Quixote (half), Quin- tana's Vidas de Es- panoles Celebres (en- tire), Selections from Spanish Classics, Translations from English Classics into Spanish, Morales' Ver- sification, Regular and Irregular Verbs, Ori- ginal Composition, Idi- ological and Syntactical Analysis, Dictation and Conversation. Time—Five months.	In all except the Lan- guages. German—Glaubens- klee's German Reader, 1st part. Glaubensklee's Grammar and exercises to reflective verbs. Time—Five months.



No.	Names.	Age.	Studies pursued from Sept. 15, 1857, to Feb. 10, 1858.	Studies pursued from Feb. 11, to July 20, 1858.
58	Merritt, Mortimer C.	19	Same as No. 57.	Same as No. 57.
59	Southworth, Joseph..	19	do.	do.
60	Martin, Benj, Ellis..	20	do.	do.
				German only. Pursued a partial course, second term
61	Allison, Thomas....	17	Ancient Languages— Owen's Xenophon's Anabasis, Book I. Cicero's Orations against Catiline, 1st. 2d, and 3d, and Ora- tion for Poet Archias, with frequent reviews. Political Economy— one Lecture per week English Literature— Graham's English Synonymes, studied and reviewed from the beginning to Sec. 4, page 250. Drawing from Mod- els and Casts, (from manuscript), three les- sons a week. Lectures on Orna- mentation once a week. Mathematics— Davies' Dif. Calculus to chap. vi., 116 pp., and reviewed. Modern History— Weber's Universal History, from p. 202 to 290, 314 to 342, 388 to 402, continual reference to standard works, original au- thorities, and maps. Exercises in Composi- tion and Oratory. Time—Five months.	Ancient Languages— Owen's Xenophon's Cy- ropedia, Book VII., chap. 1-5. § 58. Sallust's Jug. Bell., as far as chap. 72, with frequent reviews. Logic Whateley's Logic (entire). English Literature— Shaw's English Litera- ture, from page 172, (chaps. 4 and 8 omitted) studied and reviewed. Freehand Drawing from Ornaments and Casts, three lessons a week; Lectures on Ar- chitectural Orders, once a week. Mathematics—Davies' Dif. Calculus, from page 116 to the end, with fre- quent reviews. Exercises in Composi- tion and Oratory. Lectures on Human Physiology. Each lec- ture reviewed in a brief recitation, and full notes required at the end of the term. The maps, specimens, models, &c., belonging to the institu- tion, were used to appeal to the eye as well as the ear of the student. Time—Five months.
62	Black, Geo. Alex'ndr	18	Same as No. 61.	Same as No. 61.
63	Bradley, Edward A..	17	do.	do.
64	Buckmaster, John W.	17	do.	do.
65	Cannon, Wm. John..	17	do.	do. (4 months.)
66	Chappell, William..	16	do.	Same as No. 61.
67	Chollar, Byron Edgar	18	do.	do.
68	Cock, William E....	16	do. (4½ months.)	
69	Cowdrey, Francis H.	16	Same as No. 61.	do.
70	Crocheron, Reuben..	17	do.	do.
71	Crosby, Franklin B..	17	do.	do.

No.	Names.	Age.	Studies pursued from September 15, 1857. to Feb. 10, 1858.	Studies pursued from Feb. 11, to July 20, 1858.
72	Delaney, John.....	18	Same as No. 61.	Same as No. 61.
73	De Peyster, Fred. J..	19	do.	do.
74	De Peyster, Jacob A.	18	do.	do.
75	Dwight, Melatiah E..	17	do.	do.
76	Easton, Robt. T. B..	18	do.	do.
77	Ells, John.....	17	do.	
78	Einstein, Edwin....	18	do.	do.
79	Ellsworth, Wm. Jr..	20	do.	do.
80	Gilchrest, William..	19	do.	
81	Goodwin, Fred. J....	18	do.	do.
82	Grant, Richard S....	18	do.	do.
83	Hart, Henry Le B..	17	do.	do.
84	Hiscox, Freeman....	17	do.	do.
85	Hobart, Frederick..	17	do.	do.
86	Hyatt, Stephen B....	16	do.	do.
87	James, Josiah.....	16	do.	do.
88	Keith, Charles C. T.	16	do.	do.
89	Ketchum, Edgar, Jr.	17	do.	do.
90	Knox, Charles McL..	21	do.	
91	McCormick, F. S....	16	do.	do.
92	McCutcheon, Edward	16	do.	do.
93	Mackellar, Thomas..	17	do.	do.
94	Markoe, Francis....	18	do.	do.
95	Meeks, Edwin B....	18	do.	do.
96	Mitchell, Edward L..	18	do.	do.
97	Morrison, David M..	17	do.	do. (4 months)
98	Nesbit, Alexander...	18	do.	Same as No. 61.
99	O'Brien, William...	16	do.	do.
100	O'Neil, Henry P....	16	do.	do.
101	Rogers, Edwin H....	16	do.	do. (3½ months.)
102	Sherwood, Scott R..	16	do.	Same as No. 61.
103	Stevenson, John J..	16	do.	
104	Taylor, Wm. Henry..	18	do. (4 months.)	
105	Thurman, William..	18	Same as No. 61.	Same as No. 61.
106	Torrey, Herbert G..	20	do.	do.
107	Trainor, Eugene F..	17	do.	do.
108	Tremain, Henry E..	18	do.	do.
109	Tyng, Morris A....	19	do.	do. (2 months.)
110	Van Buskerck, R. T.	17	do.	Same as No. 61.
111	Ward, Peter.....	16	do.	do.
112	Weightman, Geo. Jr.	15	do.	do.
113	Young, Albert.....	18	do.	do. (4 months.)
114	Young, Edward F..	18	do.	Same as No. 61.
115	Adams, Samuel G....	17	do., in all except the Languages. French — Roemer's 2d Reader, (entire,) with abstracts in French. Translations from English, (manu- script) into French. Noel and Chapsal's Grammar, § 1 to § 285.	do. in all except the Languages. French. (Moliere, Bour- geois Gentilhomme les Femmes Savantes.) Racine, (Bajazet, Es- ther.) Noel and Chapsal's Grammar, from § 286 to § 630. Composition,

No.	Names.	Age.	Studies pursued from Sept. 15, 1857, to Feb. 10, 1858.	Studies pursued from Feb. 11, to July 20, 1858.
			Spanish—Ollendorff's Grammar, (entire.) Pizarro's Phrases, (entire.) Iriarte's Fables. Compositions in Spanish. Translations from English into Spanish. Regular and Irregular Verbs, Logical and Grammatical Analysis, Dictation, Reading and Conversation. Time—Five months.	Abstracts and Letter Writing. Spanish — Review of Ollendorff's Spanish Grammar. Quintana's Vidas de Españoles Celebres, (half.) Sales' Grammar, (half.) Sales' Phrases, (half.) Regular and Irregular Verbs, Logical and Grammatical Analysis, Original Compositions in Spanish, Declamation, Reading and Conversation. Time—Five months.
116	Connor, Rowland...	16	Same as No. 115.	Same as No. 115.
117	De Nyse, Edwin F.	18	do.	do.
118	Gray, Wm. C. B...	19	do.	do.
119	Hadden Euphrates..	18	do.	do.
120	Hood, Wm. Henry..	17	do.	do.
121	Kent, Charles R....	17	do.	do.
122	Kerr, James.....	17	do.	do. (3 months.)
123	Loveridge, Henry...	16	do.	Same as No. 115.
124	McCormick, Chas. J.	17	do.	do.
125	Nexsen, Heyer M...	17	do.	do.
126	Pinkney, James H...	18	do.	do.
127	Rawolle, Frederick.	16	do.	do.
128	Smith, Alexander...	17	do.	do.
129	Smith, Wm C.....	17	do.	do.
130	Spatt, Horatio N....	17	do.	
131	White, Henry Kirke	17	do.	do.
132	Wood, Joseph L. R..	16	do.	do.
133	Roberts, Frederick..	17	do. In all except Languages.	In languages only. Same as No. 115. In all except Languages. (3 months.)
134	Abbe, Walter .....	17	Moral Philosophy—Alexander's Moral Science, (entire.) Ancient History—Weber's Outlines of Universal History, from page 1 to page 114, with continual reference to standard works and original authorities, and ancient and modern maps. Rhetoric—Day's Rhetoric, from page 1 to page 132.	Medieval History—Weber's Universal History, from page 114 to page 169. Putz's Handbook of Medieval Geography and History, from page 1 to page 130, with continual reference to standard works and original authorities, and ancient and modern maps. A course of ten lectures, of which copious notes were taken, and examinations held. Regular Exercises in

No.	Name.	Age.	Studies pursued from Sept. 15, 1857, to Feb. 10, 1858.	Studies pursued from Feb. 11, to July 10, 1858.
			<p>Mathematics — Do- charty's Plane and Spherical Trigonome- try, Mensuration, Sur- veying and Naviga- tion, with reviews.</p> <p>Descriptive Geog- raphy, (from manu- scripts.) XV. books, with application to In- dustrial drawing, five lessons a week.</p> <p>The English Lan- guage, in its Elements and Forms, by Fow- ler, studied and re- viewed, from chap. 28th, page 334 to 400.</p> <p>Ancient Languages Sophocles' Greek Grammar, with fre- quent reviews.</p> <p>Sophocles' Greek Lessons, from page 5 to page 28.</p> <p>Virgil's Æneid, Books 1st and 2d, with frequent reviews, and special attention to scanning.</p> <p>Andrews' &amp; Stod- dard's Latin Gram- mar, Rules of Proso- dy, and their applica- tion to scanning.</p> <p>Time—Five months.</p>	<p>Compositions and Ora- tory.</p> <p>Rhetoric—Day's Rhe- toric, from page 165 to page 290.</p> <p>Mathematics—Davies' Analytical Geometry, Books 1st, 2d, 3d, 4th, 5th, 6th, and 8th, and re- viewed. Constructions of Shades and Shadows, Perspective, from manu- script, with application, four lessons a week.</p> <p>A course of Lectures on the Physiology of Plants, notes of which the students were re- quired to take, and the notes examined at the close of the term. A brief recitation was also heard before each Lec- ture.</p> <p>Ancient Languages— Owen's Greek Reader, nine Fables, Jests of Hierocles, five Dialogues of Lucian, Boyhood of Cyrus, (from the Cyro- pedia,) Parting of Hec- tor and Andromache, (from the Iliad,) and the Odes of Anacreon, with attention to scan- ning and reviews. Greek Grammar reviewed.</p> <p>Virgil's Æneid, 5th and 6th Books.</p> <p>Latin Versification, (Anthon's,) from page 3 to page 42.</p> <p>Time—Five months.</p>
135	Anderson, Edw'd W.	17	Same as No. 134.	Same as No. 134.
136	Baker, Edward L...	16	do.	do. (3 months.)
137	Baker, Jacob H. ....	17	do.	Same as No. 134.
138	Bancker, Marinus W.	15	do.	do
139	Bellows, Russell N.	16	do. (4 months.)	do. (1 month.)
140	Betts, George W. ...	17	Same as No. 134.	Same as No. 134.
141	Bloomfield, John C.	16	do.	do.
142	Bulkley, Henry W. ...	16	do.	do. (3½ months.)
143	Burger, Thomas W.	16	do.	do. (1 month.)
144	Campbell, Wm H. ...	17	do.	do. (2 months.)
145	Church, John A. ....	15	do.	

No.	Names.	Age.	Studies pursued from Sept. 15, 1857, to Feb. 10, 1858.	Studies pursued from Feb. 11, to July 20, 1858.
146	Cook, John W. ....	17	Same as No. 134.	Same as No. 134. (4 months.)
147	Cooper, George C. .	18	do.	Same as No. 134.
148	Cox, Edwin M. ....	15	do.	do.
149	Crosby, Wm. B. Jr.	16	do.	do.
150	Davis, Charles E. .	16	do.	do.
151	Dispecker, Abraham	15	do.	do.
152	Docharty, James B.	17	do.	do.
153	Doremus, Cornel's D	16	do.	do. (1 month.)
154	Elder, George L. C.	16	do.	
155	Elder, William A. .	16	do.	Same as No. 134.
156	Elliott, Gilbert M. .	17	do.	do.
157	Ely, Frederick W. .	15	do.	do.
158	Forrester, Charles Jr.	17	do.	do.
159	Greely, Joseph L. .	19	do.	do.
160	Green, John E. ....	16	do.	do.
161	Hanson, Jonathan. .	15	do.	do.
162	Harned, Luther M. .	19	do.	do.
163	Hopkins, S. M. B. .	16	do.	do.
164	Hoppin, Edward C. .	16	do.	do.
165	Hyde, Edwin F. ....	16	do.	do.
166	Irvine, William. ....	18	do.	do.
167	Kelley, Henry Clay .	16	do.	do.
168	Kelly, Edward . . . .	17	do.	do.
169	Kelly, Michael J. . .	15	do.	do.
170	Kennedy, Thomas J. .	17	do.	do.
171	Kenyon, George C. .	20	do. (4 months.)	
172	Kiernan, Lawrence. .	16	Same as No. 134.	do.
173	Kimball, Horace E. .	19	do.	do.
174	Kind, Leopold. ....	15	do.	do.
175	King, James, Jr. ....	16	do.	do.
176	Kirkland, Charles P.	17	do.	do.
177	Kitchen, James. ....	15	do.	do.
178	Little, William. ....	18	do.	do.
179	Lowery, James P. . .	17	do.	do.
180	Lummis, John M. . .	16	do.	do.
181	Lyon, Geo. William. .	16	do.	do.
182	McAfee, Knox. ....	16	do.	do.
183	McCullough, John. .	16	do.	do.
184	McDonough James. .	16	do.	
185	McGeorge, William. .	17	do.	do.
186	Macfarlane, Malcolm	17	do.	do.
187	McQuaide, Wm. O. .	16	do.	do.
188	Maas, Abraham. . .	16	do.	do.
189	Marsh, Edward T. . .	17	do.	do.
190	Man, Frederick H. . .	16	do.	do.
191	Veikleham, F M R. .	17	do.	do.
192	Mme, Marshall A. .	16	do.	do.
193	Mitchell, David . . .	17	do.	do.
194	Moynihan, E F. . .	16	do.	do.
195	Morrison, James E. .	15	do.	do.
196	Murphy, James. ....	19	do.	do.
197	Newell, George H. .	16	do.	do.
198	Orr, Robert. ....	16	do.	do.

No.	Names.	Age.	Studies pursued from Sept. 15, 1857, to Feb. 10, 1858.	Studies pursued from Feb. 11, to July 20, 1858.
199	Owen, Daniel M...	16	Same as No. 134.	Same as No. 134.
200	Partridge, Samuel S.	20	do.	
201	Phelps, Charles O...	17	do.	do.
202	Raymond, James L.	16	do.	do.
203	Roberts, George W.	16	do.	do.
204	Selvage, Henry Clay.	16	do.	do.
205	Slade, Frederick J..	16	do.	do.
206	Slattery, John B...	17	do.	do. (1 month.)
207	Smith, James P....	17	do.	
208	Sparrow, James K..	18	do.	Same as No. 134.
209	Spencer, Galen C..	19	do.	do.
210	Starkey, Charles E..	15	do.	do.
211	Stuchfield, Selas B..	17	do.	do.
212	Sweet, Milton B....	17	do.	do.
213	Taylor, William L..	17	do.	do. (3 months.)
214	Terry, David Dean..	16	do.	Same as No. 134.
215	Turner, John H....	16	do.	do.
216	Van Cott, Theodore.	16	do.	do.
217	Van de Wiele, L. F..	16	do.	do. (4 months.) Leave of absence re- mainder of term.
218	Van Wagenon, Brit'n	16	do.	Same as No. 134.
219	Vienot, Emile.....	17	do.	do.
220	Walsh, Mike, Jr. ...	18	do.	do. (1 month.)
221	Ward, Francis N...	16	do.	Same as No. 134.
222	Watson, Geo. W....	17	do.	do.
223	Welden, John, Jr...	16	do.	do.
224	West, William F...	15	do.	do.
225	White, Jefferson H.	16	do.	do.
226	White, Nathaniel D.	17	do.	do.
227	Whitney, Erastus P.	16	do. (4 months)	
228	Willey, Oscar.....	17	Same as No. 134.	do.
229	Wiley, William H..	16	do.	do.
230	Wilson, Thaddeus..	17	do.	do.
231	Wood, Joseph S....	16	do.	do.
232	Woolley, Geo. A. C.	16	do.	do. (4 months.)
233	Young, Nathaniel...	15	do.	Same as No. 134.
234	Zellner, Sina.....	15	do.	do.
235	Adams, Saml. Grant	15	Same as No. 134. In all except the Languages. French—Robert- son's System of Teach- ing French, as far as page 278. Roemer's Polyglot Reader, Part I., with Logical and Gramma- tical Analysis. Roemer's 2d Reader, to page 270. Dictation with ap- plication of Grammar.	Same as No. 134. In all except the Lan- guages. French—A general re- view of the Studies of the preceding term. Robertson's system of teaching French, as far as page 390. Roemer's Polyglot Reader, 40 pages. Do. 2d Part, translating French into English. Roemer's 2d Reader, 300 pages.

No.	Names.	Age.	Studies pursued from Sept. 15, 1857, to Feb. 10, 1858.	Studies pursued from Feb. 11, to July 20, 1858.
			Spanish—Ollendorff's Method, XX. Lessons. Ollendorff's Grammar, (half.) Morales' Reader, (half.) Velasquez's Phrases, (half.) Velasquez's Vocabulary, to 43d page. Regular and Irregular Verbs. Dictation, translation from Spanish into English and from English into Spanish. Reading and Conversation. Time—Five months.	Spanish—Ollendorff's Grammar, (through.) Ollendorff's Method, (half.) Morales' Reader, (entire.) Velasquez's Phrases (entire.) Velasquez's Vocabulary, (entire.) Regular and Irregular Verbs. Grammatical Analysis, translation from English into Spanish, and Spanish into English. Dictation, Reading and Conversation. Time—Five months.
236	Anderiese, James ..	16	Same as No. 235.	Same as No. 235.
237	Armstrong, James G	16	do.	do.
238	Ascough, Theodore G	18	do.	do.
239	Barnum, Joseph B..	17	do.	do.
240	Barton, Charles G..	15	do.	do.
241	Bird, William .....	16	do.	do.
242	Blackwell, Charles G	16	do.	do.
243	Blackwell, Wilson H	18	do.	do.
244	Briggs, Benjamin M.	16	do.	do.
245	Briggs, Samuel S. J.	17	do.	do.
246	Brower, Celsus ....	18	do.	do. (4½ months.)
247	Burnham, Charles..	16	do.	Same as No. 235.
248	Cary, William B. ....	17	do.	do. (3 months.)
249	Chamberlain Chas. Jr	19	do.	do. (3½ months.)
250	Childs, Evander, Jr..	15	do.	Same as No. 235.
251	Christy, Alexander..	15	do.	do.
252	Coulter, John Francis	15	do.	do.
253	Daly, Eugene Francis	15	do.	do.
254	Demarest, Samuel S.	19	do.	do. (4½ months.)
255	Duryea, Albert John	15	do. (4 months.)	
256	Evans, Wm. Thomas	15	Same as No. 235.	Same as No. 235.
257	Everett, Wm. Henry	17	do.	do.
258	Farnham, Elijah T..	17	do.	do.
259	Farrell, H. Melvin..	17	do.	do.
260	Ferris, Nelson .....	19	do.	
261	Frazer, Charles.....	19	do.	
262	Graham, Thos. Boyd	18	do.	do.
263	Hascy, Alonzo C....	17	do.	do.
264	Hayward, Clarence B	16	do.	do.
265	Hollister, Henry H..	15	do.	do. (3½ months.)
266	Kellogg, Peter C....	17	do.	Same as No. 235.
267	Kennedy, T. Ward..	16	do.	do.
268	Kimball, Wm Cargill	17	do.	do.
269	Kingsland, Phineas C	16	do.	do.
270	Kirkham, Geo. C. B.	18	do.	do.
271	Kipp, Pearson Halst'd	16	do.	do.
272	Laidlaw, Chas. Ed..	18	do.	do. (4½ months.)

No.	Names	Age	Studies pursued from Sept. 15, 1857, to Feb. 10, 1858.	Studies pursued from Feb. 11, to July 20, 1858.
273	Lawson, Alb't Gallt'n	16	Same as No. 235.	Same as No. 235.
274	Miles, Wm. Alfred..	17	do.	do.
275	Mitchell, Henry Post	18	do.	do. (2 months)
276	Mitchell, R. Green..	17	do.	Same as No. 235.
277	Myers, David .....	16	do.	do. (1½ month.)
278	Oakley, Philip M....	16	do.	do. (3 months.)
279	Owen, Richard M....	16	do.	do. (1½ months.)
280	Pierce, Chas. Leland	18	do.	Same as No. 235.
281	Pullman, Jas Henry	16	do.	do.
282	Sanger, Wm. Henry.	17	do.	do.
283	Saunders, John.....	16	do. (4 months.)	
284	Smith, Wm. Vermilye	15	Same as No. 235.	
285	Spier, Archibald....	16	do.	do.
286	Starkey, David Jas..	19	do.	do.
287	Stuart, Sidney H. Jr.	16	do.	do. (4½ months.)
288	Taggard, William S.	16	do.	do. (4 months.)
289	Taylor, Alfred H....	16	do.	Same as No. 235.
290	Trippe, J. Matthews	19	do.	do.
				In Modern Languages only. Pursued a partial course, 2d term.
291	Van Buskirk, Cor. D.	16	do.	Same as No. 235.
292	Wheeler, Edward J..	17	do.	do. (1 month.)
293	Whelpley, Henry B.	15	do.	do. (2 months.)
294	White, Cyrus Baker,	17	do.	Same as No. 235.
295	Aiton, William .....	14	<p>Latin—Andrews and Stoddard's Latin Grammar. Andrews' Latin Reader. (Fables and Mythology.)</p> <p>Barton's Outlines of English Grammar, studied and reviewed.</p> <p>Natural History— Lectures were deliv- ered to the class once a week, on the subject of Astronomy and Geology. The stu- dents required to take notes of Lectures, and prepare for recitation during the week. The notes were then re- written and inspected at the final examina- tion and the proper credits given to each student.</p> <p>Mathematics—Do- charty's Algebra, from page 125, (Ine- qualities) to Chapter</p>	<p>Latin—Cæsar's Com- mentaries, Books I. and IV. with reviews and grammatical exercises.</p> <p>Chemistry—Renwick's Elements of Chemistry, from page 9 to page 158. Lectures were also deliv- ered on the subject.</p> <p>Instruction given in the departments of Phys- ical Geography and Hu- man Physiology, by Lec- tures. Notes of the same taken by the students, and examined at the close of the term, and the proper credits given.</p> <p>D r a w i n g—Linear Drawing, and Doctrine of Forms from manu- script, Diagrams and Dictations, five lessons a week.</p> <p>Mathematics—Dochar- ty's Geometry, (entire.) and reviewed.</p> <p>Time—Five months.</p>



No.	Names.	Age.	Studies pursued from Sept. 15, 1857, to Feb. 10, 1858.	Studies pursued from Feb. 11, to July 20, 1858.
			VIII., page 233, studied and reviewed. Moral Science— Wayland's Moral Science, (abridged) one Lecture a week. One Lecture a week on Chemistry, using Renwick's Principles of Chemistry as a textbook. Time—Five months.	
296	Bacon, Alphonse E..	16	Same as No 295.	Same as No. 295.
297	Banta, John Thomas.	15	do.	do.
298	Banta, William, Jr..	15	do.	do.
299	Benning, August's H.	18	do.	do. (1½ month.)
300	Berryman, Wilson..	15	do.	Same as No. 295.
301	Blakeman Wm. N..	15	do.	do.
302	Boag, Edward Thos.	15	do. (4½ months.)	
303	Boyd, John Jr. ....	15	Same as No. 295.	do.
304	Boyer, Edward H..	14	do.	do.
305	Brekes, David. ....	17	do.	do.
306	Bullus Albert .....	15	do.	do.
307	Burd, Thos. W. ....	16	do.	do.
308	Burr, Charles C. ....	15	do.	do.
309	Bussell, Charles A..	16	do.	do. (1½ month.)
310	Cahill, William E..	16	do.	Same as No. 295.
311	Campbell, John B..	14	do.	do.
312	Carley, Eldred A. ....	15	do.	do.
313	Casserley, Daniel A.	14	do.	do.
314	Chalmers, John C..	14	do.	do.
315	Close, Edward H. ....	14	do.	do.
316	Coleman, Roswell C.	16	do.	do. (3 months.)
317	Collins, George W..	17	do.	do. 1 month.)
318	Colt, James B. ....	15	do.	do. (3½ months.)
319	Cone, Spencer H. ....	15	do.	Same as No. 295.
320	Cruise, William C..	14	do.	do. (2 months.)
321	Dakin, Albert H. ....	15	do.	Same as No. 295.
322	Danelson, James E..	17	do.	do.
323	Dean, Welford. ....	15	do.	do.
324	Delamater, John. ....	16	do.	do. (3 months.)
325	Deming, Henry C..	15	do.	Same as No. 295.
326	Dornin, Oscar G. ....	14	do.	do.
327	Dugan, Thomas ..	14	do.	do.
328	Dwight, Elihu. ....	14	do.	do.
329	Ellsworth, Giraud...	16	do.	do.
330	Ely, Griswold L. ....	15	do.	do.
331	Farnham, Bela M..	16	do.	do. (½ month)
332	Farren, Richard P..	16	do.	Same as No. 295.
333	Fellows, Chas. E. P.	14	do.	do.
334	Fellows, Ed. B., Jr..	16	do.	do.
335	Fitch, Augustus D..	14	do.	do.
336	Forrester, Oliver M..	15	do. (4 months.)	
337	Cochrane, James, Jr.	17	Same as No. 295.	do. (½ month.)

No.	Names.	Age	Studies pursued from Sept. 15, 1857, to Feb. 10, 1858.	Studies pursued from Feb. 11, to July 20, 1858.
338	Foster, Thomas.....	16	Same as No. 295. (4 months)	
339	Fowler, Cyrus E....	14	Same as No. 295.	Same as No. 295.
340	Fox, Maskwell E....	15	do.	(do. $\frac{1}{2}$ month.)
341	Freeman, Alonzo.	14	do.	Same as No. 295.
342	Gardiner, Francis B.	16	do.	do.
343	Gardner, George N..	15	do.	do.
344	Gavey, Camille P...	14	do.	do.
345	Gaylor, Charles H...	16	do.	Leave of absence on 2d term.
346	Glover, Charles S. Jr	17	do.	Same as No. 295. (4mos.)
347	Goldsmith, Abraham.	16	do.	Same as No. 295.
348	Giffing, Isaac A....	14	do.	do.
349	Granberry, W. H. H.	15	do.	do.
350	Granville, Ed n G. Jr.	14	do.	do.
351	Griffin, Bradney....	15	do.	do.
352	Habirshaw, Fred....	17	do.	do.
353	Hamilton, Geo. W...	14	do. (4 mos. 6 days.)	
354	Haswell, Gouv'n'r K.	16	do. (4 mos. 15 days.)	
355	Haskin, Benjamin F.	14	Same as No. 295.	Same as No. 295.
356	Hickey, William....	16	do.	do. (1 month 6 days.)
357	Hilger, Maurice, Jr..	14	do.	Same as No. 295.
358	Hubbell, Zadok M...	15	do.	do.
359	Hoyt, Harlow M...	15	do.	do.
360	Jung, William.....	16	do.	do.
361	Kean, Chas. Henry..	16	do.	do. (4 mos. 17 days.)
362	Kirwin, Joseph B...	16	do.	Same as No. 295.
363	Labagh, Isaac M....	14	do.	do.
364	Lannon, James.....	16	do.	do. (4 mos. 17 days.)
365	Lawlin, Burrett K...	15	do.	Same as No. 295.
366	Lazarus, Solomon...	15	do.	do.
367	Le Rue, Henry B...	16	do.	do.
368	Lee, Arthur M.....	16	do.	do.
369	Leeds, Robert.....	15	do.	do.
370	Leonard, James.....	16	do.	do.
371	Leonard, Joseph A...	14	do.	do. (1 mo. 6 days.)
372	Leweck, George J...	14	do.	Same as No. 295.
373	Lord, Henry.....	16	do.	do.
374	McChain, John B...	16	do.	do.
375	McClaury, James, Jr.	14	do.	do. (3 mos. 27 days.)
376	McClusky, Joseph W	15	do.	Same as No. 295.
377	McEntee, James....	14	do.	do.
378	McMillen, Wm. H...	16	do.	do.
379	Markoe, Frank H...	14	do.	do. (3 mos. 17 days.)
380	Marshall, James....	14	do.	Same as No. 295.
381	Meakin, Willet W...	14	do.	do.
382	Merwin, James A...	15		do.
383	Million, Michael J...	15	do.	do.
384	Mix, William Barney	15	do.	do.
385	Muller, Chas. Wm...	14	do.	do.
386	Needham, Geo. G...	15	do.	do.
387	Newschafer, Wm. H.	14	do.	do.
388	Orr, John.....	15	do.	do.
389	Parker, Small.....	16	do. (4 months.)	

No.	Names.	Age.	Studies pursued from Sept. 15, 1857, to Feb. 10, 1858.	Studies pursued from Feb. 11, to July 20, 1858.
			VIII., page 233, studied and reviewed. Moral Science— Wayland's Moral Science, (abridged) one Lecture a week. One Lecture a week on Chemistry, using Renwick's Principles of Chemistry as a text- book. Time—Five months.	
296	Bacon, Alphonse E..	16	Same as No 295.	Same as No. 295.
297	Banta, John Thomas.	15	do.	do.
298	Banta, William, Jr..	15	do.	do.
299	Benning, August's H.	18	do.	do. (1½ month.)
300	Berryman, Wilson..	15	do.	Same as No. 295.
301	Blakeman Wm. N..	15	do.	do.
302	Boag, Edward Thos.	15	do. (4½ months.)	
303	Boyd, John Jr. ....	15	Same as No. 295.	do.
304	Boyer, Edward H..	14	do.	do.
305	Brekes, David. ....	17	do.	do.
306	Bullus Albert. ....	15	do.	do.
307	Burd, Thos. W. ....	16	do.	do.
308	Burr, Charles C. ....	15	do.	do.
309	Bussell, Charles A..	16	do.	do. (1½ month.)
310	Cabill, William E..	16	do.	Same as No. 295.
311	Campbell, John B..	14	do.	do.
312	Carley, Eldred A. ....	15	do.	do.
313	Casserley, Daniel A.	14	do.	do.
314	Chalmers, John C..	14	do.	do.
315	Close, Edward H. ....	14	do.	do.
316	Coleman, Roswell C.	16	do.	do. (3 months.)
317	Collins, George W..	17	do.	do. 1 month.)
318	Colt, James B. ....	15	do.	do. (3½ months.)
319	Cone, Spencer H..	15	do.	Same as No. 295.
320	Cruise, William C..	14	do.	do. (2 months.)
321	Dakin, Albert H. ....	15	do.	Same as No. 295.
322	Danelson, James E..	17	do.	do.
323	Dean, Welford. ....	15	do.	do.
324	Delamater, John. ....	16	do.	do. (3 months.)
325	Deming, Henry C..	15	do.	Same as No. 295.
326	Dornin, Oscar G. ....	14	do.	do.
327	Dugan, Thomas. ....	14	do.	do.
328	Dwight, Elihu. ....	14	do.	do.
329	Ellsworth, Giraud..	16	do.	do.
330	Ely, Griswold L. ....	15	do.	do.
331	Farnham, Bela M..	16	do.	do. (½ month)
332	Farren, Richard P..	16	do.	Same as No. 295.
333	Fellows, Chas. E. P.	14	do.	do.
334	Fellows, Ed. B., Jr..	16	do.	do.
335	Fitch, Augustus D..	14	do.	do.
336	Forrester, Oliver M..	15	do. (4 months.)	
337	Cochrane, James, Jr.	17	Same as No. 295.	do. (½ month.)

No.	Names.	Age.	Studies pursued from Sept. 15, 1857, to Feb. 10, 1858.	Studies pursued from Feb. 11, to July 20, 1858.
338	Foster, Thomas.....	16	Same as No. 295. (4 months)	
339	Fowler, Cyrus E....	14	Same as No. 295.	Same as No. 295.
340	Fox, Maskwell E...	15	do.	(do. $\frac{1}{4}$ month.)
341	Freeman, Alonzo.	14	do.	Same as No. 295.
342	Gardiner, Francis B.	16	do.	do.
343	Gardner, George N..	15	do.	do.
344	Gavey, Camille P...	14	do.	do.
345	Gaylor, Charles H...	16	do.	Leave of absence on 2d term.
346	Glover, Charles S. Jr	17	do.	Same as No. 295. (4mos.)
347	Goldsmith, Abraham.	16	do.	Same as No. 295.
348	Giffing, Isaac A....	14	do.	do.
349	Granberry, W. H. H.	15	do.	do.
350	Granville, Ed n G. Jr.	14	do.	do.
351	Griffin, Bradney....	15	do.	do.
352	Habirshaw, Fred....	17	do.	do.
353	Hamilton, Geo. W...	14	do. (4 mos. 6 days.)	
354	Haswell, Gouv'n'r K.	16	do. (4 mos. 15 days.)	
355	Haskin, Benjamin F.	14	Same as No. 295.	Same as No. 295.
356	Hickey, William....	16	do.	do. (1 month 6 days.)
357	Hilger, Maurice, Jr..	14	do.	Same as No. 295.
358	Hubbell, Zadok M...	15	do.	do.
359	Hoyt, Harlow M...	15	do.	do.
360	Jung, William.....	16	do.	do.
361	Kean, Chas. Henry..	16	do.	do. (4 mos. 17 days.)
362	Kirwin, Joseph B...	16	do.	Same as No. 295.
363	Labagh, Isaac M....	14	do.	do.
364	Lannon, James.....	16	do.	do. (4 mos. 17 days.)
365	Lawlin, Burrett K...	15	do.	Same as No. 295.
366	Lazarus, Solomon...	15	do.	do.
367	Le Rue, Henry B...	16	do.	do.
368	Lee, Arthur M.....	16	do.	do.
369	Leeds, Robert.....	15	do.	do.
370	Leonard, James....	16	do.	do.
371	Leonard, Joseph A...	14	do.	do. (1 mo. 6 days.)
372	Leweck, George J...	14	do.	Same as No. 295.
373	Lord, Henry.....	16	do.	do.
374	McChain, John B...	16	do.	do.
375	McClauray, James, Jr.	14	do.	do. (3 mos. 27 days.)
376	McClusky, Joseph W	15	do.	Same as No. 295.
377	McEntee, James....	14	do.	do.
378	McMillen, Wm. H...	16	do.	do.
379	Markoe, Frank H...	14	do.	do. (3 mos. 17 days.)
380	Marshall, James....	14	do.	Same as No. 295.
381	Meakim, Willet W...	14	do.	do.
382	Merwin, James A...	15	do.	do.
383	Million, Michael J...	15	do.	do.
384	Mix, William Barney	15	do.	do.
385	Muller, Chas. Wm...	14	do.	do.
386	Needham, Geo. G...	15	do.	do.
387	Newschafer, Wm. H.	14	do.	do.
388	Orr, John.....	15	do.	do.
389	Parker, Small.....	16	do. (4 months.)	

No.	Names.	Age.	Studies pursued from Sept. 15, 1857, to Feb. 10, 1858.	Studies pursued from Feb. 11, to July 20, 1858.
390	Pennal, Adam.....	16	Same as No. 295. (4 months 17 days.)	
391	Perham, Theodore A.	14	Same as No. 295.	Same as No. 295.
392	Reynolds, George E.	15	do.	do.
393	Richters, Fred'rick J.	14	do.	do.
394	Roberts, Charles Jr..	14	do.	do.
395	Roberts, Nathan B..	16	do.	do.
396	Roberts, Wm. Henry	14	do.	do.
397	Rockwood, C. G., Jr.	15	do.	do.
398	Roof, Stephen W...	15	do.	do.
399	Rowe, Edward A...	14	do.	do.
400	Ryan, Philip Aloy..	16	do.	do.
401	Sanger, Adolph L...	15	do.	do.
402	Shaw, Robert Alex..	14	do.	
403	Shepard, William B.	14	do.	do.
404	Sherman, Porter G..	15	do.	do.
405	Shipman, Chas. H..	14	do.	do.
406	Slauson, Wm. James	14	do.	do.
407	Smith, Albert D....	15	do.	do.
408	Smith, Henry P....	16	do.	do.
409	Snow, Geo. W., Jr..	15	do.	do.
410	Steel, Henry.....	14	do.	do.
411	Stevenson, Richard..	15	do.	do.
412	Stoutenburgh, Wm..	15	do.	do.
413	Strong, Richard Polk	15	do.	do.
414	Sturges, Appleton...	15	do.	do.
415	Sutherland, John...	15	do.	do.
416	Suydam, George H.	15	do.	do.
417	Symons, Fred. W...	15	do.	do.
418	Taber, James Ayres.	15	do.	do.
419	Tattam, Geo. James.	14	do.	do.
420	Taylor, John Henry.	17	do.	do.
421	Tilton, Edgar.....	14	do.	do.
422	Thurman, Wash'tn K.	16	do.	do.
423	Turner, John, Jr....	15	do.	do.
424	Underwood, Nathan C.	15	do.	do.
425	Van Brunt, Rulif, Jr.	14	do.	do.
426	Van Pelt, Chas. W..	16	do.	do.
427	Van Nostrand, C. E.	16	do.	do. (3½ months.)
428	Valentine, Richard E.	16	do.	Same as No. 295.
429	Vaughan, Ed. W...	15	do.	do.
430	Wallace, John Jr....	17	do.	do.
431	Waller, Frank.....	15	do.	do.
432	Ward, Caleb T.....	14	do.	do.
433	Waters, William E..	16	do.	do.
434	Watson, Jas. R. T..	14	do.	do.
435	Webb, John Converse	16	do.	do.
436	Webster, Edward B.	15	do.	do.
437	Werner, Morris.....	15	do.	do.
438	Wheeler, Francis B.	15	do.	do.
439	White, Phoenix H...	18	do.	do. (4 mos. 21 days.)
440	Wight, Ebenezer...	15	do.	Same as No. 295.
441	Wilson, Peter, Jr...	14	do.	do.
442	Witterwoulgh, Ern'st	16	do.	do.

No.	Names.	Age.	Studies pursued from Sept. 15, 1857, to Feb. 10, 1858.	Studies pursued from Feb. 11, to July 20, 1858
443	Young, John H. S..	18	Same as No. 295.	Same as No. 295. (15 days.)
444	Abbe, Wm. Colgate..	14	do. In all except Ancient Languages. French—Vannier's Pronunciation. Ro- bertson's system of teaching French, 19 lessons, (practical part.) The Regular Verbs, in all their forms, with Oral Phraseological exer- cises. Time five months.	Same as No. 295. do. In all except Ancient Languages. French.—General re- view of the studies of the preceding term. Ro- mer's Elementary Read- er, (entire.) Robertson's system of teaching French, as far as page 215. Regular and Irregular Verbs. Roemer's Polyglot Reader, part 1st, with logical and grammatical analysis. Time—Five months.
445	Ackerson, Jacob Jas.	15	Same as No. 444.	Same as No. 444.
446	Adams, Augustus R.	16	do.	do.
447	Allason, Wm. De L.	15	do.	do.
448	Amory, Jno. Cookson	15	do.	do.
449	Anderson, John H..	15	do.	do.
450	Ascough, Horace K..	16	do.	do.
451	Atwell, Herman, Jr..	14	do.	do.
452	Bolles, Richard J. .	15	do.	do.
453	Brown, George E....	18	do.	do.
454	Caldwell, John S....	15	do.	do.
455	Campbell, James A..	15	do.	do.
456	Chapin, Frederick H.	16	do.	do.
457	Conklin, Henry Pitch		do.	do.
458	Contrell, John P....	14	do. (4 mos. 10 days)	
459	Cornwall, Abm. D..	18	Same as No. 444.	
460	Cooper, John Adams.	14	do.	Same as No. 444. (3 mos. 11 days.)
461	Crocheron, W. J....	14	do.	Same as No. 444.
462	DeCamp, Robert L..	14	do.	do.
463	Dee, Edward John..	14	do.	do.
464	Dunlap, William H..	15	do.	do.
465	Eddy, Edward, Jr...	15	do.	do.
466	Elliot, Edward .....	15	do.	do. (1 month 26 days.)
467	Engel, Max .....	15	do.	do. (3 mos. 26 days.)
468	Eppes, William C...	17	do.	Same as No. 444.
469	Erleben, Thomas...	16	do.	do. (1 month 24 days.)
470	Fenner, Frederick W.	16	do.	Same as No. 444.
471	Ferris, Robert M...	17	do.	do. (4 mos. 17 days.)
472	Gaddis, William...	15	do.	Same as No. 444.
473	Glover, Elijah A...	15	do.	do.
474	Goldsmith, Meyer...	15	do.	do. (3 mos. 23 days.)
475	Griscom, John.....	15	do.	Same as No. 444.
476	Hall, William C....	14	do.	do.

No.	Names.	Age.	Studies pursued from Sept. 15, 1857, to Feb. 10, 1858.	Studies pursued from Feb. 11, to July 20, 1858.
477	Halsted, Elbut K ..	16	Same as No. 444.	Same as No. 444.
478	Harrigan, Wm. W..	17	do.	(1 month 4 days.)
479	Hart, Frederick H...	15	do. (4 mos. 15 days.)	do. (2 mos. 11 days.)
480	Hegeman, John Jr...	15	Same as No. 444.	Same as No. 444.
481	Hegeman, William...	17	do.	do. (1 month.)
482	Honner, John.....	16	do.	Same as No. 444.
483	Howe, Alex. C.....	16	do. (4 mos. 3 days.)	•
484	Ireland, John.....	15	Same as No. 444.	do.
485	Jones, Philip H.....	16	do.	do.
486	Jones, Benjamin F...	16	do.	do.
487	Jones, Warren, Jr...	15	do.	do. (4 mos. 20 days.)
488	Jurgens, Henry E...	15	do.	do. (1 month 12 days.)
489	Kempf, Charles O...	16	do. (4 mos. 3 days.)	
490	Kilrel, Michael.....	16	do. (4 mos. 15 days.)	
491	Knapp, Charles H...	14	Same as No. 444.	Same as No. 444.
492	Koch, Joseph.....	14	do.	do.
493	Lawrence, Chris'tn S	15	do.	do. (4 mos. 17 days.)
494	Leeds, Jas., Nesmith.	14	do.	do. (2 mos. 16 days.)
495	Leonard, Robert W...	16	do.	Same as No. 444.
496	Lord, Edward ..	15	do.	do. (3 mos. 3 days.)
497	Loud, John Sylvanus	15	do.	Same as No. 444.
498	Lever, Edward A...	16	do. (4 months.)	
499	McGirr, Robert A...	14	Same as No. 444.	do.
500	McMurtrie, Gilbert...	16	do.	do. (4 mos. 17 days.)
501	Macdonald, Peter...	16	do.	Same as No. 444.
502	Mabbatt, S. R., Jr...	14	do.	do.
503	Marsh, Alfred C....	14	do.	do.
504	Marks, Woolf David.	14	do.	do.
505	Matthews, John H...	16	do.	do. (4 mos. 17 days.)
506	Maturin, Edward G...	14	do. (4 months.)	
507	Maxwell, Fred. V.T.	16	Same as No. 444.	Same as No. 444.
508	Miles, Edward C...	15	do.	do.
509	Murray, John.....	15	do.	do.
510	Newcomb, John H...	17	do.	do.
511	Page, James Seaver.	16	do.	do.
512	Pike, Boaz Emanuel.	16	do.	do.
513	Pope, George Aaron.	16	do.	do.
514	Purcell, James.....	15	do.	do.
515	Randolph, Fred. F...	17	do.	do.
516	Reeves, Charles V...	18	do.	do. (4 mos. 17 days.)
517	Richardson, James...	17	do. (4 mos. 6 days.)	
518	Ring, Franklin M...	16	Same as No. 444.	do. (4 mos. 17 days.)
519	Ring, George Wm...	15	do.	Same as No. 444.
520	Roberts, Saml. T. Jr.	14	do.	do.
521	Roof, Wm. Henry...	18	do.	do. (4 mos. 14 days.)
522	Sayre, David Austin.	14	do.	Same as No. 444.
523	Simpson, William...	17	do.	do.
524	Slocum, William E...	15	do.	do.
525	Snow, Chas. Freeman	15	do.	do. (1 month.)
526	Rogers, Boardman H	15	do.	do. (4 mos. 11 days.)
527	Stainburn, James W.	15	do.	Same as No. 444.
528	Stamler, Jacob C...	17	do.	do. (3 mos. 6 days.)
529	Strang, Frederick...	14	do.	Same as No. 444.

No.	Names.	Age.	Studies pursued from Sept. 15, 1857, to Feb 10, 1858.	Studies pursued from Feb. 11, to July 20, 1858.
530	Street, William A...	14	Same as No. 444.	Same as No. 444. (4 month 11 days.)
531	Taylor, Charles A...	15	do.	Same as No. 444.
532	Taylor, Charles M...	14	do.	do.
533	Towner, Wm. Allen.	14	do.	do.
534	Trainor, Peter J. ...	14	do.	do. (1 month 6 days.)
535	Wehle, Frederick...	15	do.	Same as No. 444.
536	Whybrew, Chas T...	15	do.	do.
537	Wilson, William F...	15	do.	do.
538	Wilson, William P...	15	do. (4 mos. 3 days.)	
539	Wilcox, Rufus E...	15	Same as No. 444.	
540	Wiley, Theoph'us W	14	do.	Same as No. 444. (1 month 4 days.)
541	Wood, Jas. Roberts..	14	do.	Same as No. 444.
542	Woodward, John...	14	do.	do.
543	Woolley, Benjamin..	15	do. (4 months.)	
544	Wray, Alex Henry..	15	Same as No. 444.	do. (3 mos. 10 days.)
545	Fishblatt, Solomon..	14	do. In all except the Languages. German.—Glaubens- sklee's Reader, part first. Glaubensklee's Grammar to com- pound Verbs, with exercises. Time—Five months.	Same as No. 444. In all except the Lan- guages. German.—Glaubens- sklee's Reader, 2d part, and review of the whole. Glaubensklee's Grammar elementary part, and ex- ercises, finished and re- viewed. Elwell's Dic- tionary. Time—Five months.
546	Gerhardt, John P...	14	Same as No. 545.	Same as No. 545.
547	Ladd, Geo Wilson..	16	do.	do.
548	Moss, Joseph S....	14	do.	do. (3 months.)
549	Muller, Gustavus...	15	do (4 months.)	
550	Platt, John.....	14	Same as No. 545.	Same as No. 545.
551	Schiffer, Louis.....	15	do.	do. (4 mos. 3 days)
552	Tibbals, Charles M...	17	do.	do. (1 month 25 days.)
553	VanNorden, Jas. H...	15	do. (4 mos. 15 days.)	
554	Vuargnoz, A. J.....	14	Same as No. 545.	Same as No. 545.
555	Wall, Frederick A...	14	do.	do. (4 mos. 17 days.)
556	Irvine, John Wesley.	17	do. In all except Lan- guages. Spanish.—Ollen- dorff's Spanish Gram- mar, thirty-nine Les- sons. Morales' Reader (half.) Velasquez's Phrase Book, (half.) Time—Five months.	Same as No. 545. In all except the Lan- guages. Spanish.—Ollendorff's Spanish Grammar, 69 lessons Morales' Read- er, (entire) Velasquez's Phrase Book, (entire) Iriarte and Moratin (half.) Time—Five months.
557	Lintz, William C...	15	Same as No 556.	Same as No. 556.
558	Maxwell, George...	14	Same as No. 444.	Same as No. 444.



No.	Names.	Age.	Studies pursued from Sept. 15, 1857, to Feb. 10, 1858.	Studies pursued from Feb. 11, to July 20, 1858.
559	Brower, John L. ....	14		Same as No. 295.
560	Drew, Burton .....	15		do.
561	Lord, Charles .....	15		do.
562	Osgood, Samuel W..	15		do.
563	Phelps, Edward M	15		do.
564	Sanders, Lewis .....	15		do.
565	Stephens, Philetus..	17		Same as No. 444.
566	Lydecker, Gerrett J..	14		do.
567	Brown, Clifford L...	17		do.

## NUMBER OF STUDENTS

*Who have pursued Classical Studies, or Studies in the Higher Branches of English Education, or both, for Four Months, or upward.*

All the students named in the foregoing Schedule have pursued Classical Studies, and studies in the higher branches of English Education, as therein stated, for four months, or upward, being in all five hundred and sixty-seven, (567.)

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*City and County of New-York, ss. :*

Horace Webster, being duly sworn, doth depose and say, that he is Principal of the New-York Free Academy, situated in the city of New-York, whose Annual Report to the Regents of the University is hereunto annexed ; that said report is made in conformity to the latest instructions received from the Regents of the University, and in conformity to the Act of the Legislature of the State of New-York, amendatory of the several School Acts, passed July 3d, 1851, and of the Act amendatory thereto, passed March 9th, 1855 ; that the preceding Schedule contains a true statement of the names, ages and studies of the several students belonging to the said Academy on the 20th day of July, 1858, or who belonged to it during part of said year ending on that day, and who are claimed to have pursued, for four months or upward, Classical Studies, or the higher branches of an English Education, or both, according to the true intent and meaning of the Ordinance of the Regents of the 20th of October, 1853, as set forth in the explanations which precede the Schedule ; that none of said students are under the age of twelve years, and that such of them as are claimed to be classical students have actually pursued at this Academy, or elsewhere, all the preliminary studies required by the rules of said Institution, and by the 6th and 7th sections of the said Ordinance of the Regents, to make them such students, and have also read the books, or parts of books, specified in the preceding Schedule ; that such of them as are claimed to be students of the higher branches of English Education, had before they were considered as such students, attained at this Academy, or elsewhere, such proficiency in reading and writing, and acquired such elementary or preliminary knowledge as is required by the 8th section of said Ordinance ; that they have all subsequently pursued the requisite studies and performed the requisite exercises in composition and declamation as are required by the rules relating to the said Academy, and for the period of time required by the said Ordinance of the Regents to entitle the said Academy to a distributive share of the income of the Literature Fund ; that such of said students as have not pursued, at this Academy, the said preliminary studies, have on special examination duly made

before entering the said Academy, been found to have acquired the proficiency in said studies required by said Ordinance as set forth in the said explanations. All which this deponent affirms to be true, according to the best of his knowledge, information, and belief.

HORACE WEBSTER.

Subscribed and sworn to, before me, this }  
6th day of November, 1858. }

E. B. FELLOWS, Commissioner of Deeds.

By order of the Board of Education.

THOS. BOESE, *Clerk.*

WM. H. NEILSON, *President.*

New-York, October 31, 1858.

**REPORT**  
**ON**  
**EVENING SCHOOLS.**



## REPORT.

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THE Executive Committee on Evening Schools, respectfully report :

That the branch of public instruction intrusted to their supervision, has been, during the year just ended, eminently successful, both as it respects the numbers who have attended and the instruction which they have received. The number on register in the male departments was 12,015, while the average attendance for the term was 5,712. In the female departments the register number was 4,778, with an average attendance of 2,858. The whole number, therefore, to whom instruction was afforded, for a greater or lesser period, was nearly 17,000, and of these more than 6,000 received constant attention.

The largest attendance of pupils was during the first half of the term, after which, in consequence of the revival of business, there was a general falling off, which seriously affected the average for the term. Notwithstanding all this, the number taught is equal, if not greater, than at any former period, if we except the last year.

On assuming their duties in the month of January last, your Committee found the schools in successful operation ; the teachers were all at their posts and the pupils eager to learn, as usual. The attendance for the terms at the commencement of the year, was not as large as during the preceding one, ending on the 24th of December, as will be seen by referring to the tables containing the register number and average attendance, which are hereunto annexed.

New schools were organized in several of the wards by instructions of the Board, viz. : male departments in Forty-seventh street, in the Twenty-second Ward, and also in Hous-

ton street, in the Seventeenth Ward ; and female departments in the Thirteenth, Seventeenth, Nineteenth, and Twentieth Wards. These had been asked for by the officers of these Wards, in order to accommodate those living in such localities. An additional expense was, therefore, created for fitting up the various rooms with gas fixtures, and affording other necessary facilities, so that those attending school might be properly accommodated. These experiments succeeded, in some cases, beyond the expectations of the officers of the Wards, and justified the Board in expending the additional amount thus rendered necessary. This was particularly the case with the male school which opened in Houston street, with a nightly attendance varying from 260 to 350 pupils, consisting of boys and men. Of the latter there were a sufficient number of Germans to form three classes, and who were anxious to learn to read and write the English language. In most all of the male and in a few of the female schools these German classes have been formed, and the number of this portion of the inhabitants of our city, who have sought instruction has greatly exceeded that of former years. It is, indeed, very creditable to them, that the desire to become thoroughly American induces them to deny themselves many domestic pleasures, that they may become familiar with our language, and institutions. No efforts have been spared to provide them with competent teachers, such as could be found to possess a correct knowledge of the rules of our own as well as of the German language. In some instances, however, those employed have not been able to pronounce the English words with that clearness and distinctness, free from the foreign idiom, as is desirable. This arises from the difficulty which has been felt in securing the services of men, possessing all the qualifications so essentially necessary to the teacher of this class of pupils. Yet from a careful examination made by the principals of the several schools, and also by the superintendent and his assistants, we are satisfied that most of those who have regularly attended have made very commendable progress in the acquisition of the English language. Specimens of the translation of the

German into English, as written by the pupils in the books provided for that purpose, could be presented from all of the classes, bearing evidence of careful instruction by the teachers, and industry and close application on their part. The vast number of emigrants from Germany and the desire that they should be thoroughly Americanized, in order that they may become useful citizens of the country which they have chosen as their future home, render it necessary that every means should be provided for the accomplishment of these results. Most of this class are well educated in their native tongue, a few are graduates of universities, some are known as excellent mathematicians, others as lawyers, and physicians, while the larger portion are engaged in mechanical and commercial pursuits. To each and all of these a knowledge of our language is indispensable, and the zeal which they manifest in their studies plainly indicates their high appreciation of the blessings which our system of evening schools affords to them.

In the month of September last, in consequence of the increased duties which were devolved upon the Committee, by the organization of several other schools in various wards, they felt it incumbent upon them to solicit from the City Superintendent his assistance in discharging these duties. A resolution was accordingly adopted, asking his co-operation. He immediately acceded to the wishes of the Committee, and assigned Assistant-Superintendent Jones to the supervision of the evening schools under its directions, promising to devote as much of his own time as he could spare from his other pressing engagements to this important branch of public instruction. Superintendent Jones immediately entered upon the discharge of these additional duties, and within three weeks after the opening of the schools, he had visited all of them, including those located in Harlem and Manhattanville, and reported the results of his visitation to the Committee.

In consequence of the increased number of schools, extending over the entire island, your Committee was not able, as a body, to visit each one as often as seemed necessary, and



therefore divided the city into districts, assigning to each member those schools which were located in the one selected, with instructions to visit them as often as was deemed necessary.

This plan has been tried, and has worked very beneficially, as the member, so assigned, has been thereby enabled to ascertain the wants of the schools more particularly under his care, and to devote his whole attention to them, thus contributing to their efficiency and usefulness.

The Superintendent also recommended a system of examinations of the various classes, one which has not heretofore prevailed, but which, in so far as it has been carried out, has demonstrated its utility. He has devoted several weeks to the discharge of this duty, and his Assistant-Superintendent Kiddle was also engaged in the same service for a portion of the time, until the severe and dangerous illness of a beloved child prevented his farther continuance. Assistant-Superintendent Jones, who was specially assigned to the schools, gave his undivided time to the supervision of them during the entire term. By this system the teachers have been stimulated to increased activity in the discharge of their responsible duties, and the condition of each class of every school examined has been ascertained, the progress made by the pupils, and their habits of regularity and of order noted. The Superintendent may, from the information thus obtained, be prepared to present, in his annual report, his opinion of their utility, to point out any errors which he may believe to exist, and to suggest such remedies as he may deem proper, which may render them more efficacious. These examinations will be further continued during the short term of the coming year, until each class in every school shall have been specially inspected. It is believed by the Committee, that this system of examinations, which during another year may be made more perfect, will produce uniformity in the studies pursued, and by presenting each teacher's work to the eye of the examiner, induce him or her to devote all their energies to the accomplishment of the most successful results.

During the present year the examinations were commenced at the close of November, thus affording time to teachers for the purposes of instruction, before the Superintendents began their labors. The schools in the First, Fourth, Fifth, Sixth, Seventh, Tenth, Thirteenth, Fourteenth, Seventeenth, Eighteenth, Nineteenth, Twenty-first and Twenty-second Wards, have thus far been personally inspected, and those in the remaining wards which, for want of time, have not yet been examined, will be, during the ensuing term. Your Committee, from the reports of the Superintendents are able to present the following facts, viz. : that two thirds of the pupils pursue what the Board has designated as the primary grade of instruction, while the other third are scattered through most of the classes pursuing Grammar School studies. The branches which are taught to this large proportion of the classes, are reading, spelling, definitions, writing, and arithmetic through the simple rules; and even in these, most of them are very deficient. Your Committee do not deem this statement as in any manner reflecting upon the system, for it must be recollected, that it is for this very class that our schools are opened, in order that primary instruction may be communicated to those whose previous opportunities for acquiring education have been neglected or extremely limited. They are, indeed, happy to know that this large class of our population can be instructed in the rudiments of an English education, to be improved upon by themselves in subsequent years. Hundreds who could not spell at the commencement of the term, at its close could read tolerably well in the First Reader : and very many who had never had a pen in their hands for purposes of writing, before entering school, had at its close, made such progress as to afford to them and the Committee, assurances of their final success in this necessary branch of study.

In spelling and definitions there is also a very great deficiency in most, if not in all of the classes, particularly in the lowest. The Superintendents have, in their examinations, in-

culcated the necessity of spending a portion of the evening in these exercises. The teachers report that the pupils do not like them, as they consider the time thus spent as partially thrown away ; they, therefore, prefer to cipher, or to write, believing these branches more important than the others. But, if we would find good readers or good writers, we should look for them among those best acquainted with the orthography of their language, and we have, therefore, concurred in the instructions of the Superintendents, that sufficient time must be devoted to those important branches. One hour of each evening is set apart for arithmetic, and even this is hardly sufficient to accomplish much ; the lower classes consist of those who are in the simple rules, and as these, particularly numeration, are very difficult to be understood, much time is consumed in explaining them, and hence the pupils prefer to be pressed onward, rather than to advance slowly but surely. They seem to think that they have not made sufficient progress, unless they jump along rapidly ; and then when the term has ended, they too often discover that the jumping method has not been the most successful one. In this study, the teacher is compelled to devote his or her personal attention to each scholar, as few are in the same rule. This may appear strange to those not familiar with the schools, but when we consider the difficulty of grading pupils, of every age, some of whom are excellent readers but no arithmeticians, and that others are far advanced in the arithmetic, but can only read indifferently, and if one study is taken as the standard, then there is a great diversity of attainments in the others, all must agree that the plan adopted is the most expedient of any. The rule, therefore, has been to let each principal grade the classes as his own experience may suggest. In addition to this, we have very large boys, and young men, as well as those of middle age, and it would be manifestly improper to place them in classes with boys of only ten and twelve years ; the former are, therefore, arranged into classes by themselves, what are called adult classes, where may

be found young men engaged in working problems in the commercial rules, and others just learning the multiplication table. The same may be said of the female schools, in which the same difficulty is met with, so that unless those of more advanced age, whatever may be their attainments, are classed together, they feel themselves humiliated by associating with small children, and leave, when, indeed, they should by all means be regular in their attendance.

In the higher classes of the female schools many were found to be most excellent in reading, spelling, definitions, and writing, comparing favorably with some of the higher classes of the grammar departments. Wherever a class thus exhibited great proficiency in reading, the teacher was instructed to employ the time in those studies in which the scholars were most deficient, so that each moment might be profitably occupied. In the male schools, advanced classes in arithmetic, and even in algebra, were presented, while others were engaged in the study of History of the United States, geography, and grammar, and showed proficiency in reading and spelling; these generally exhibited very superior specimens of commercial penmanship. In all, book-keeping was especially taught to those who desired to be made acquainted with its principles, by teachers competent to impart the necessary instruction. A large number of pupils were thus made familiar with the principles of this truly important study, and partially fitted to enter, as assistants, in commercial houses.

The books selected for reading have been those in ordinary use in the day schools, while in the higher classes, in many instances, the History of the United States has been substituted. By this method a knowledge of the history of the country has been secured, while improvement in this branch of education was attainable.

The largest male schools were found in the First, Fifth, Sixth, Eighth, Tenth, Eleventh, Fourteenth, Sixteenth, Seventeenth, Eighteenth, Nineteenth, Twenty-first, and Twenty-second Wards. In each of these, there were congregated from two hundred to three hundred and fifty boys and men, except in the school

in Ninth-street, in the Eleventh Ward, where the average for the term was over eight hundred. The twenty-six rooms of the three departments of the school were filled, and over three fourths of these were of the class most in need of instruction. This region is settled by mechanics, who have hitherto had employment in the ship-yards, the machine-shops and foundries of that Ward, and who, in consequence of the want of employment for themselves, have felt constrained to take their children from the day schools, and send them to work ; accordingly, while the principals of the grammar schools in the extreme eastern section, complain of the loss of scholars in the upper classes, our night schools absorb most of them, and thus partially remedy the evil complained of. Notwithstanding so great a number is congregated together in the school in the Eleventh Ward, yet, under the efficient management of the principal, who seems to be peculiarly adapted to govern so large a school, and, the efficient aid rendered by his assistants, good order has generally prevailed, and much good has been accomplished. The largest female schools were those located in the First, Fourth, Sixth, Eighth, Eleventh, Fourteenth, Sixteenth, Eighteenth, Twentieth, and Twenty-second Wards ; the one having the greatest average attendance was also located in the Eleventh Ward. Thus, it will be seen, that those which were the fullest were situated in districts where the benefits of education are very desirable ; and it is creditable to the inhabitants of such wards, that they have so highly appreciated the educational blessings gratuitously placed before them.

A very large number of the pupils are those of foreign birth, and the Committee have felt a special pride in being the instruments employed in extending to this class of our population the advantages of a system nowhere else to be found ; so that no possible excuse for remaining ignorant can be offered by such as have not had opportunities for improvement in their earlier years. And we are happy to record the gratifying fact, that very many so situated, feeling the necessity of mental culture, have found their way to the school-room, and there

received that instruction which is so well calculated to make them more useful members of society.

In the male school of the First Ward your Committee were delighted to find over seventy boys, who, during the day, were engaged in selling newspapers, and in the evening, when convenient, sought the class-room for instruction. In other schools some of the same class were also observed, as well as many who are engaged in blacking the boots of pedestrians on our public thoroughfares. These classes, and others employed in the humblest departments of labor, feeling the wants of knowledge, and beholding its advantages, have sought the Evening School, and received the careful attention which their wants required. Many made very commendable progress in their studies and left the school, at the close of the term, grateful for the instruction communicated.

The Committee have not employed any particular person to lecture before the scholars, though they are indebted to several friends of education for their voluntary efforts in that direction. Among these they would name, THOMAS DORR, and Commissioner HASKETT, of the Sixteenth Ward, THOMAS BOESE, Clerk of the Board of Education, his deputy, MYRON FINCH and WILLIAM JONES, JR., Assistant-Superintendent, who has had special supervision of the schools. All of these were well received by the scholars, and the information communicated was well calculated to interest and instruct them. The Committee also would tender their thanks to the officers of the different wards for their active co-operation in carrying out the duties which devolved upon them. In many of the wards they were regular in their attendance, and prompt in rendering any assistance which seemed necessary.

In pursuance of a custom long since established, the larger scholars of our male schools have employed a portion of an evening, at the close of the week, in literary exercises, which have taken place in the presence of the school. Very excellent compositions have been written, and the recitations delivered

have often exhibited good taste in their selection and great skill in their execution. There were also debates upon useful questions, well designed to cause the champions of the respective sides to ponder over and think cautiously as well as to study many historical works for the necessary facts to be presented in support of their positions; and the interest which the rest of the school felt in these exercises was well expressed in the careful attention manifested, and the hearty applause which followed upon the termination of each address. Excellent thoughts, however roughly expressed, were thus brought forth, and boys unaccustomed to reflect, were compelled to exercise the powers of thought; those unused to reading were led to habits of study, hereafter to bring forth their appropriate fruit, and some naturally nervous or timid, acquired the faculty of presenting their views upon questions of public policy without the slightest tremulousness. Not only was so much good accomplished to inure to the benefit of the debating class, but all present received instruction and were stimulated by the example of their associates to follow them in these commendable habits of study.

During the present term the Committee have, whenever it has seemed expedient, separated the boys' and girls' schools, by locating each in a different building. This has involved additional expenses, which were incurred in fitting up with gas and other necessary fixtures, a number of rooms. This change was regarded by many as a movement in the right direction, which would be attended with beneficial results.

The order and discipline of the schools are maintained without any resort to corporeal punishment, and although often the roughest boys enter, seemingly for the purpose of showing how thoroughly they can set at defiance all authority, yet these by the kindness and firmness of the principals and teachers, and the example of other scholars, have abandoned purposes conceived in mischief, and become the most orderly and industrious of their class. The discipline of the schools, then,

is firmness without the use of the rod, and the result is, the best of order in all of them, and a ready compliance with the demands of their teachers.

It has been stated that no less than eighty thousand females are engaged in various occupations, mostly in the manufactories which are found in various parts of our city. Very little opportunity is afforded to them for purposes of study, and it is not, therefore, surprising that of this vast number the comparatively few who enter our Evening Schools are in the lower classes.

During the past year the improvements made in the sewing machine have rendered them so perfect, that they have been in many cases substituted for female labor, thereby throwing large numbers of females out of employment. This has been felt by them to be a very serious evil, as other branches of female labor seem to have as many employed in them as can well be accommodated. What, therefore, can be done for this unfortunate class of our population?

Your Committee believe, that the time is rapidly approaching, when the male clerks in most of our retail stores will be exchanged for females, who are so well adapted to fill such positions. Already very many employers have secured the services of this class, and feel well satisfied with the exchange.

That they may be qualified, in every respect, to discharge faithfully and successfully the duties appertaining to these positions, it is necessary that they should possess a thorough knowledge of accounts, and some familiarity with the elements of book-keeping. Our Evening Schools are competent to impart this desirable information, and we urge upon all who wish to obtain situations as clerks in stores, to avail themselves of the facilities which are now so favorably presented to them.

In conclusion, your Committee again congratulate the Board and the community upon the success which has attended



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happy and industrious pupils, whose successful efforts  
 their own advancement would greatly tend to promote  
 welfare of the community.

Respectfully submitted.

GEORGE WHITE,  
 DANIEL SLOTE,  
 WM. SINCLAIR,  
 ANDREW L. BYRNE,  
 TERRENCE FARLEY,  
 WM. MONTEITH,  
 CHAS. E. GILDERSLEVE,

*Executive  
 Committee on  
 Evening Schools.*

the schools during the past year ; and, although the number registered was not as large as during the corresponding term of the preceding year, the average attendance has been nearly as great. The revival of business and the consequent demand for labor, kept thousands of both sexes from attending school, who last year, while out of employment, gladly sought admittance.

The records of our criminal courts present the alarming fact, that nearly two thirds of those arrested for the commission of crimes are under twenty-one years of age. If our Evening Schools were only warm and comfortable places, where nearly sixteen thousand of the youths of both sexes could pleasantly assemble, free from the evil associations and contaminating influences of low places of amusement of every kind, which, alas ! are frequented by so many of the rising generation, even then, would the money yearly expended for their maintenance, seem to be wisely appropriated. When, however, we consider that this large number, most of whom are apprentices or clerks, receive moral and intellectual culture, are taught lessons of obedience to those in authority over them, and submit with cheerfulness to the discipline of the class-room, may we not hope that the means employed for their social, moral, and intellectual improvement have not been in vain.

Let our citizens, then, unite with the Committee, and the School Officers of the various wards, in encouraging all of every class, destitute of a common school education, but more especially boys and young men, to enter these schools, instead of wasting their time and destroying their morals by associating with those who swell the calendar of our criminal courts ; and if suitable efforts were made by employers in setting before their employees the advantages which would result from a constant attendance upon these schools, and in urging a ready compliance with the invitations now so freely extended to all of every class, we should soon see our school-houses crowded

with happy and industrious pupils, whose successful efforts for their own advancement would greatly tend to promote the welfare of the community.

Respectfully submitted.

GEORGE WHITE,	}	<i>Executive Committee on Evening Schools.</i>
DANIEL SLOTE,		
WM. SINCLAIR,		
ANDREW L. BYRNE,		
TERRENCE FARLEY,		
WM. MONTEITH,		
CHAS. E. GILDERSLEVE,		

**Schedule C,**

*Showing the Number Registered and their Ages, the Largest Number Present at any one time, and the Average for the Term of Nine Weeks, ending on March 5th, 1858.*

**MALE DEPARTMENTS.**

Evening Schools.	Number of Register.	Under 16 years of age.	Over 16 and under 21 years of age.	Over 21 years of age.	Largest number present at any one time.	Number that attended less than one month.	No. that attended over 1 month and under 2.	Number that attended the full term.	Average for the term.	Number that attended previous years.	Number of certificates distributed.
1st Ward.....	311	125	251	60	226	141	55	115	155	281	112
4th ".....	393	124	170	99	341	105	96	83	232	311	122
5th " *.....	320	.....	.....	.....	.....	.....	.....	200	.....	.....	.....
6th ".....	349	158	99	92	216	130	98	121	184	298	115
7th ".....	361	213	92	56	298	61	56	194	198	252	159
8th ".....	233	106	98	29	185	47	53	133	141	200	66
9th ".....	273	169	87	17	229	77	65	110	172	238	130
10th ".....	498	178	212	108	355	148	131	219	251	414	120
11th ".....	1100	406	364	330	1002	210	104	413	729	1026	440
12th { Manhattanville..	220	49	100	51	215	60	50	110	112	200	60
{ Harlem.....	119	43	50	26	92	35	36	48	73	95	110
{ Yorkville.....	210	111	76	23	170	53	73	84	145	181	84
13th ".....	359	176	109	74	222	127	95	120	161	185	99
14th ".....	528	192	129	207	361	71	244	213	308	400	197
15th ".....	318	151	106	61	248	96	54	168	184	75	115
16th ".....	386	229	118	39	339	93	92	201	270	328	143
18th ".....	530	75	178	56	510	135	123	272	374	183	208
19th ".....	329	204	83	36	249	115	87	121	190	184	133
20th ".....	214	111	87	16	210	61	82	71	137	214	65
21st ".....	145	94	46	5	132	14	15	80	111	134	82
22d " 40th st.....	747	483	174	90	614	126	144	477	514	547	339
Colored, 8th Ward....	69	14	19	36	39	26	9	34	31	16	12
Total .....	9012	3411	2648	1611	6251	1936	1762	3387	4870	5665	2907

\* School house destroyed by fire, and most of the records were burned.

**FEMALE DEPARTMENTS.**

1st Ward.....	201	177	21	3	160	69	8	33	130	201	86
4th ".....	215	130	79	6	184	35	44	136	144	178	100
6th ".....	247	147	83	17	196	41	61	145	153	123	137
7th ".....	133	81	42	10	133	25	39	69	100	105	.....
8th ".....	196	139	49	8	186	7	38	120	154	162	125
10th ".....	255	149	65	41	253	19	38	198	203	221	137
11th ".....	415	203	169	43	380	87	25	303	293	287	149
12th { Manhattanville*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
{ Harlem.....	37	22	13	2	30	7	7	3	21	26	16
{ Yorkville.....	54	31	19	4	73	8	10	40	46	25	40
4th ".....	191	129	40	22	180	37	68	86	127	122	59
15th ".....	216	128	48	40	149	47	66	103	119	216	65
16th ".....	227	143	61	23	212	35	54	138	169	202	84
18th ".....	256	160	50	46	200	50	40	190	169	200	109
20th ".....	202	151	45	6	179	29	50	123	155	91	106
21st ".....	256	131	98	27	248	43	64	149	169	107	99
22d " 40th-st.....	311	180	109	22	245	40	65	206	214	250	122
Colored, 8th Ward....	103	5	8	90	67	30	20	53	54	38	32
Total .....	3515	2107	999	410	3075	605	707	2102	2430	2554	1467
Grand Total .....	12527	5518	3647	2021	9326	2541	2469	5489	7300	8219	4374

\* Female Scholars embraced in the Report of the Male School.

**Schedule D,**

*Showing the Average Attendance, each Week separately, for the Term of Nine Weeks, ending March 5th, 1858.*

**MALE DEPARTMENTS.**

EVENING SCHOOLS.		1st Week.	2d Week.	3d Week.	4th Week.	5th Week.	6th Week.	7th Week.	8th Week.	9th Week.
1st Ward	.....	155	166	140	149	144	136	129	164	208
4th "	.....	309	302	267	247	218	198	192	171	186
5th "	.....	218	215	208	203	180	180	.....	.....	.....
6th "	.....	172	202	206	192	187	191	172	170	168
7th "	.....	169	222	188	185	218	192	210	185	211
8th "	.....	161	175	170	152	143	131	124	108	103
9th "	.....	183	203	198	181	171	155	145	144	168
10th "	.....	329	314	307	264	243	223	201	178	189
11th "	.....	775	824	830	823	736	752	613	607	597
	Manhattanville	78	95	99	118	175	137	103	95	120
12th "	Harlem	79	84	79	73	70	72	69	64	67
	Yorkville	152	143	156	155	143	146	128	144	133
13th "	.....	195	208	194	112	150	143	131	127	137
14th "	.....	278	321	324	347	338	341	293	254	275
15th "	.....	210	222	215	181	184	187	159	148	152
16th "	.....	289	311	301	293	365	271	235	235	231
18th "	.....	408	461	465	419	384	332	304	290	307
19th "	.....	233	201	216	204	174	178	146	155	199
20th "	.....	125	197	185	144	131	118	107	113	101
21st "	.....	230	247	235	233	206	198	180	189	233
22d "	40th-street	559	563	594	555	582	487	418	477	458
Colored, 8th Ward	.....	30	31	33	34	30	29	29	28	37
Total	.....	5327	5707	5619	5409	5072	4797	4086	4026	4385

\* School house, at the end of sixth week was destroyed by fire.

**FEMALE DEPARTMENTS.**

1st Ward	.....	144	145	143	138	126	123	113	119	126
4th "	.....	150	154	152	153	142	139	127	128	151
6th "	.....	169	173	181	160	141	146	126	136	128
7th "	.....	111	101	105	95	106	96	104	91	94
8th "	.....	173	175	174	157	145	135	131	141	154
10th "	.....	219	218	235	230	203	202	183	170	174
11th "	.....	343	339	345	322	291	294	226	229	337
	Manhattanville*	.....	.....	.....	.....	.....	.....	.....	.....	.....
12th "	Harlem	21	20	19	23	20	20	22	22	23
	Yorkville	43	41	52	62	46	52	42	37	41
14th "	.....	134	139	143	135	112	119	114	120	143
15th "	.....	135	123	134	123	116	118	98	102	122
16th "	.....	170	148	171	171	170	170	170	168	187
17th "	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
18th "	.....	194	200	206	184	167	165	134	130	138
19th "	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
20th "	.....	115	149	170	169	167	163	147	152	163
21st "	.....	127	121	123	116	102	102	98	97	111
22d "	40th-street	195	228	230	280	221	218	204	199	200
Colored, 8th Ward	.....	59	54	59	58	53	52	49	49	49
Total	.....	2522	2555	2642	2576	2331	2312	2082	2090	2337
Grand Total	.....	7849	8262	8261	7985	7403	7109	6168	6116	6722

\* Female Scholars included in Report of Male School.

EXPENDITURES ON ACCOUNT OF EVENING SCHOOLS, FOR THE  
YEAR ENDING, DEC. 31, 1858.

(Exclusive of Supplies from the Depository.)

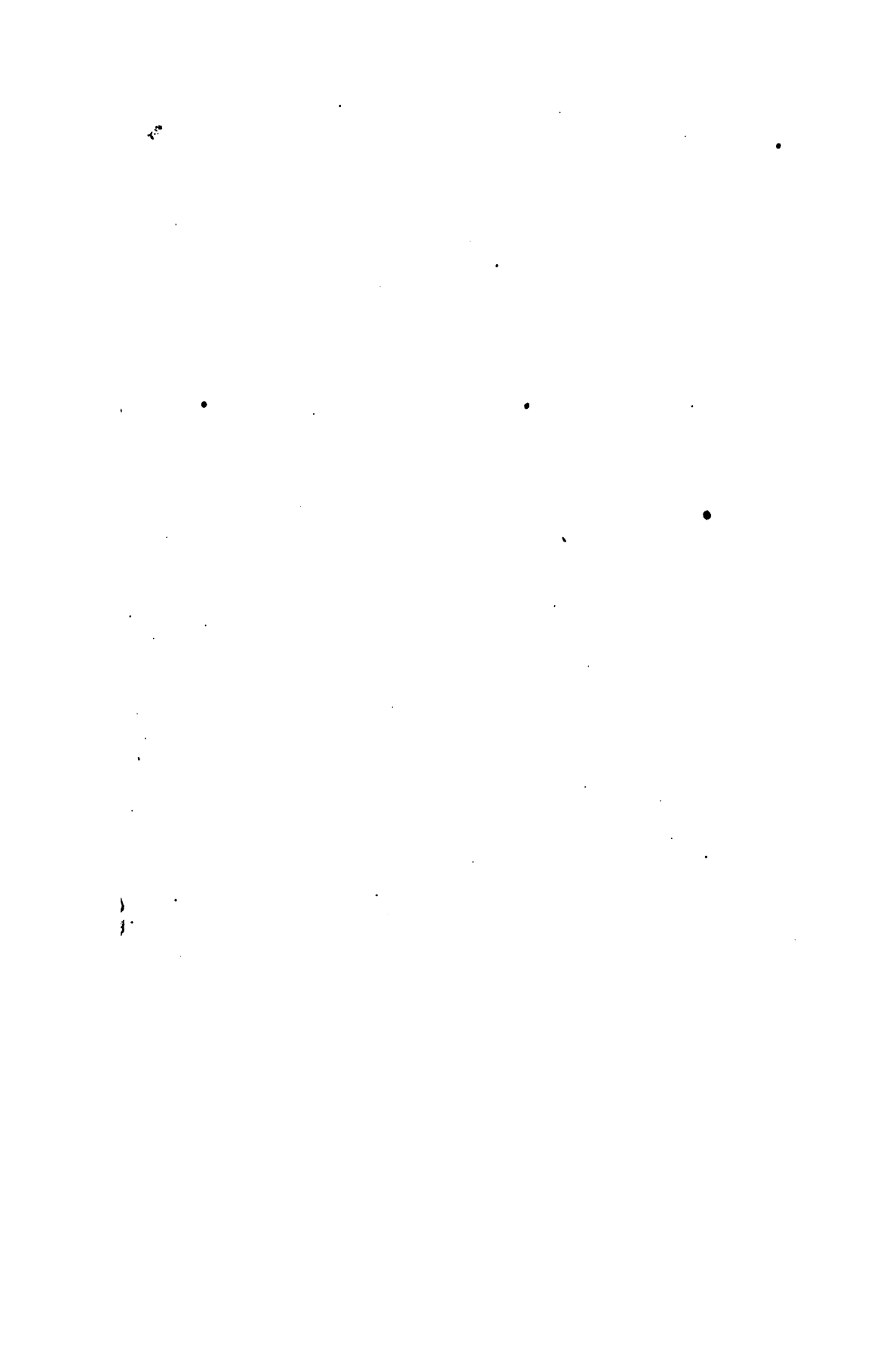
Salaries .....	\$51,692 75
Gas-fitting .....	5,731 78
Gas .....	5,036 49
Furniture .....	90 60
Printing .....	1,935 13
Supplies .....	89 08
Repairs .....	418 40
Miscellaneous Expenses .....	535 00
Engraving .....	1,161 46
	<hr/>
	\$66,791 41

EXPENDITURES ON ACCOUNT OF EVENING SCHOOLS, FOR SUP-  
PLIES FROM DEPOSITORY, FOR THE YEAR ENDING DEC. 31,  
1858.

Wards.	Male.	Female.	Total.
1st Ward .....	\$325 48	\$377 20	\$702 68
4th " .....	424 38	225 42	649 80
5th " .....	329 52	.....	329 52
6th " .....	139 57	202 93	342 50
7th " .....	176 88	137 95	314 83
8th " .....	288 89	300 90	529 79
9th " .....	301 75	.....	301 75
10th " .....	492 96	98 43	591 39
11th " .....	999 10	314 42	1,313 52
12th " Manhattanville .....	83 75	.....	83 75
12th " 87th-street .....	265 46	.....	265 46
12th " Harlem .....	121 17	17 39	138 56
12th " Carmansville .....	140 45	.....	140 45
13th " .....	193 01	105 24	298 25
14th " .....	249 75	291 50	541 25
15th " .....	303 28	123 31	426 59
16th " .....	258 25	126 23	384 48
17th " .....	405 21	250 96	656 17
18th " .....	424 63	162 38	587 01
19th " .....	362 50	134 99	497 49
20th " .....	140 39	255 75	396 14
21st " .....	383 89	98 20	382 09
22d " Old School .....	241 66	318 92	560 58
22d " New " .....	294 77	.....	394 77
8th " Colored .....	5 08	15 07	20 15
	<hr/>	<hr/>	<hr/>
	\$7,191 78	\$3,557 19	\$10,748 97

REPORT  
ON  
NORMAL SCHOOLS.





# REPORT.

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TO THE BOARD OF EDUCATION :

The Executive Committee on Normal Schools beg leave to present this their Annual Report for the year 1858 :

The schools under their care are four in number, viz.,  
The Saturday school for females,  
“ Male school (semi-weekly),  
“ Colored school (meets on Saturday),  
“ Daily school (for females).

The register number on the 1st of January, 1858, was as follows :

In the Saturday Normal School.....	738	
Admitted during the year.....	169	
	—	907
Graduated June 22d, 1858.....	107	
Left the School.....	72	
	—	179
On Register at present date.....		— 728
In the Male School.....	68	
Admitted during the year.....	36	
	—	104
Graduated June 22d, 1858.....	7	
Left during the year.....	33	
	—	40
On Register at the present date.....		— 64

In the Colored School .....	21	
Admitted during the year.....	3	
	<hr/>	24
Left during the year.....	2	
On Register at the present date.....	<hr/>	22
 In the Daily Normal School.....	70	
Admitted during the year.....	62	
	<hr/>	132
Graduated June 22d, 1858.....	9	
Left the School.....	76	
	<hr/>	85
On Register at the present date.....	<hr/>	47
 Total Register in all the Schools.....		<hr/> 861

The expenses, including supplies, for the year have been as follows :

For the Saturday School.....	\$6,643	62
“ Male School.....	1,945	27
“ Colored “ .....	348	43
“ Daily “ .....	3,905	26
For sundries chargeable alike to all, except the Colored School, including the expenses for the presentation of diplomas.....	883	23
	<hr/>	
Total .....	\$13,725	81

The annual examination for graduation was held in all the Schools in June, with the following result :

From the Saturday School there were graduated.....	107
“ Male “ “ “ .....	5
“ Daily “ “ “ .....	9
“ Colored “ “ “ . ....	0

## NAMES OF GRADUATES.—JULY, 1858.

## FEMALE NORMAL SCHOOL.

Ellen T. Ahern,	Mary E. Hutchison,	Helen Oakley,
Isabella Barr,	Annie R. Holman,	Lucy Porter,
Mary Barker,	Harriet N. Hutchings,	Emily T. Rice,
Mary F. Burgyes,	Frances A. Hayes,	Annie A. Rogers,
Phebe E. Brooks,	Sarah C. Hubie,	Josephine E. Robbins,
F. A. Brueninghausen,	Charlotte Halstead,	Cornelia Roche,
Sarah A. Ball,	Amelia S. Haynes,	Mary E. Robinson,
Esther Birdsall,	Susan Horton,	Maria L. Raiman,
Emma S. Berger,	Emma C. Heath,	Elizabeth Riley,
Mary Blair,	Mary J. Hunter,	Lucy A. Roberts,
Albertine Cooley,	Mary D. Johnson,	Annie A. Robertson,
Elizabeth Crocker,	Eliza R. Knapp,	Elizabeth Steele,
Sarah A. Cunningham,	Catharine A. Lockman,	Mary Sherwood,
Miriam Carpenter,	Annie E. Lockwood,	Elizabeth A. Scanlan,
Mary J. Currier,	Elizabeth Loveredge,	Emma Saunders,
Susan Cloherty,	Harriet N. Lugar,	Emma P. Sandford,
Helena Connelly,	Julia A. Ludlam,	Gertrude Simpson,
Jane Carpenter,	Sarah A. Lake,	Louisa D. Sartor,
Elmira J. Danly,	Jessie McGregor,	Rebecca Slater,
Amelia De Baun,	Mary J. McCoy,	Mary Stewart,
Emily J. Edwards,	Mary B. McClure,	Margaret A. Scofield,
Caroline A. Esterly,	Margaret Magilton,	Frances E. Smith,
Marietta Egbert,	Mary Mullaly,	Mary A. Shannon,
Emily J. Edison,	Rosanna A. Mullan,	Elizabeth W. St. John,
Jennie A. Fleming,	Anna E. Moss,	Julia St. John,
Rosa Famariss,	Fanny J. Maltbie,	Annie E. Thompson,
Catherine M. Fitzgibbon,	Mary J. Moran,	Mary C. Tate,
Henrietta Forbes,	Frederica Moran,	Eleanor E. Taylor,
Kate A. Ferry,	Sarah A. Montague,	Charlotte E. Tillman,
Ella M. Flowery,	Elizabeth A. Martin,	Ellen Winchell,
Eleanor Firth,	Caroline A. Moss,	Irene Winchell,
Martha Griffin,	Charlotte S. Meredith,	Mary E. Wooley,
Alice E. Gormly,	Julia Norris,	Abby A. Wright,
Sarah H. Hazeltine,	Mary E. Nelson,	Rosina Whiteside,
Mary H. Hammond,	Mary J. Oelzner,	Harriet A. Youngs,
	Maria L. Young.	

## DAILY NORMAL SCHOOL.

Harriet N. Day,	Angelina C. Perkins,	Esther Tift,
Charlotte A. Jones,	Sarah Soper,	Mary Wilson,
Margaret McGregor,	M. Louise Spring,	Catharine W. White.

## MALE NORMAL SCHOOL.

John H. Knaebel,	Thomas Moore,	John A. Slevin,
Henry C. Litchfield,	Geo. W. Streeter,	John White,
	Joseph H. Wiley.	

The examination was conducted by written and oral exercises, the questions for the written being printed. At the semi-annual examination in December, the Committee tried the experiment of having the question dictated, and are well satisfied with the result. It takes but a few minutes extra time to each exercise, saves the cost of printing, and tests the ability of the pupils to take down correctly what is dictated, as well as their spelling, punctuation, and penmanship.

The attendance for the year has been good, and the condition and usefulness of the several Schools, it is believed, will compare favorably with former years.

The Committee have had but one case of persistent delinquency during the year, viz., that of Alexander Oliver, who, after being cautioned and remonstrated with to no purpose, was reported to the Board for forfeiture of situation, which report was adopted December 15, 1858.

The classes in the Colored School being five in number, and all to be taught by one teacher, the Committee deemed it advisable to recommend the appointment of an assistant, and selected Mr. Charles L. Reason, whose appointment was confirmed by the Board, and who began his duties with the opening of the School in September. The marked improvement in the progress of the School since that time, we think, fully justifies the additional expense.

The Board having decided to abolish the Daily Normal School in February next, we earnestly recommend that another should be established in its stead, believing that an institution for the education of such persons as desire to fit themselves for the profession of teaching, is the greatest want of the present school organization, and that if properly organized, with a principal to conduct it who has had experience in normal training, and is acquainted with the true method of making it a professional school, it will receive the support of the Grammar Schools throughout the entire city, and that in due time it will furnish them with trained teachers, skilled in

the most approved methods of imparting instruction, and whose influence will be most salutary in all the schools fortunate enough to secure their services.

Respectfully submitted.

W. B. EAGER, Jr.,	} <i>Executive Committee on Normal Schools.</i>
JONATHAN L. SCOFIELD,	
WM. M. TWEED,	
JOHN R. LYDECKER,	
JOHN O'GRADY, JR.,	
A. B. ROLLINS,	
JOHN O'KEEFE,	

*December 31, 1858.*

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